Guidance Document

Lesson Plan Template

Accessing the Common Core for Students with Disabilities

Students with diverse needs must be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Common Core Learning Standards (CCLS) provides an historic opportunity to improve access to rigorous academic content standards for students with diverse needs.

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Introduction

The lesson plan template and the classroom summary were developed to support educators in embedding specially designed instruction (SDI) into lessons that are aligned with the Common Core Learning Standards (CCLS). The foundation of these tools is rooted in the research around the elements of explicit instruction. This approach is "a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students" (Rosenshine, 1987). Over the past 20 years, research has shown that explicit instruction is the most effective evidence-based method for instructing all students and primarily those students with disabilities.

Explicit instruction is the foundation by which SDI is delivered. SDI is defined in 34 CFR section 300.39(a)(3) and section 200.1(vv) of the Regulations of the Commissioner of Education to mean "adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students." SDI is the intentional and purposeful planning of instruction to ensure that students with disabilities can meaningfully access, participate and progress in the curriculum throughout the entire lesson.

These tools were created by the SDI Workgroup through the Regional Special Education Technical Assistance Support Center (RSE-TASC). The RSE-TASC network is one of the P-12: Office of Special Education's primary resources for school improvement in New York State. Special Education School Improvement Specialists (SESIS), Valerie Cole and Katy B. Weber were instrumental in creating these tools and delivering professional development for educators across the State to improve results for students with disabilities.

Note: These tools are a resource and may be adapted to meet varying needs of educators.

Sample Lesson Plan
Accessing the Common Core for Students with Disabilities

Special Education Teacher: **General Education Teacher:** **Teaching Assistant:** **Teacher Aide(s):**	**Class:** **Date:**

Standards to be addressed:

Common Core Learning Standards (CCLS):

***Career Development and Occupational Studies (CDOS)*:**

Topic and Context:

Objective (Learning Target)**:**	**Verb:**	**Context:**

Special Considerations *(Accommodations, Modifications, Assistive Technology, Strategies):*
Student Name

Student Name

Necessary prerequisite skills:
Assessment of prerequisite skills:

	Explicit Core Instruction	**Specially Designed Instruction**
Introduction: - objective - learning target - key vocabulary *Connect to previous learning*	Objective (Learning Target): Activate Prior Knowledge: Vocabulary: Connection to previous learning:	Accommodations: Strategies (Learning and Teaching Strategies): Technology/Equipment:

Active Teaching/ Modeling/ "I Do": - Demonstration - Think Aloud - Provide model &/or rubric	Description of "I Do": Exemplary, Model or Rubric:	Accommodations: Strategies: Technology/Equipment:
Guided Practice/ "We Do": Provide time for: - Small group work - Discussion - Teacher/ student observation & feedback *Assess before moving to independent practice*	Practice Activity with teacher corrective feedback: Materials: Check for understanding:	Accommodations: Strategies: Technology/Equipment:
Independent Practice/ Application/ "You Do": *Multiple practice opportunities to ensure success (90%)*	Task/Materials for independent practice:	Accommodations: Strategies: Technology/Equipment:
Lesson Closure	Summary:	Accommodations: Strategies: Technology/Equipment:

Student	Name	Name	Name	Name	Name
Strengths					
Needs					
Environment					
Materials					
How learning is measured					
Content					
Instruction					

Classroom Specially Designed Instruction (SDI) Summary

Glossary of Terms

(These definitions are following the order of the terms in the Lesson Plan Template)

SE Teacher (*Special Education Teacher*): *Special education teacher* means an individual who is certified or licensed to teach students with disabilities who is providing special education to the student.

GE Teacher (*General Education Teacher*): *General education teacher* means a teacher who is qualified to serve nondisabled students who is providing general education instruction to the student.

Teaching Assistant: A *teaching assistant* can assist in the delivery of special education services but cannot serve in place of a special education teacher. (e.g., working with groups of students on instructional projects, provide teacher information about students, assist with testing accommodations, development of materials, etc.)

Teacher Aides: *Teacher aides* perform noninstructional duties. (e.g., assisting students with behavioral needs, set-up centers, or upcoming activities, make copies, manage records, materials, equipment, watching students during recess, hall transitions, etc).

Class: For purposes of the lesson plan document, this term means the setting in which students with disabilities are receiving instruction in the general education curriculum.

Consultant Teacher Services (CT): *Consultant Teacher Services* are defined as direct and/or indirect services provided to a school-aged student with a disability in the student's general education classes, including career and technical education classes, and/or to such students' general education teachers.

Direct Services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct service can be combined with indirect services.

Indirect services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Resource Room Program: *Resource room program* is a special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

Related Services: *Related Service* means developmental, corrective and other supportive services as are required to assist a student with a disability (e.g., speech-language pathology, interpreting services, physical therapy, occupational therapy, counseling services, etc.).

Integrated Co-Teaching Services: *Integrated co-teaching services* means the provision of specially designed instruction and academic instruction provided jointly by a special education teacher and a general education teacher to a group of students with disabilities and nondisabled students.

Special Class: *Special class* means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

Objective (*Learning Objective, Learning Target*): A *learning objective* is a statement that describes what the student will be able to do successfully and independently at the end of a specific lesson as a result of the classroom instruction. All learning objectives contain a concept (*main idea*) and a skill (*measureable student behavior*).

Verb: The skill is the *verb* in the learning objective. (e.g., "Write a summary of a newspaper article," *write* is the skill). The measurable skill is the verb in the learning objectives. (e.g., *solve, identify, write, compute*, and *describe*).

Context: A *context* is any specific condition under which the learning objective will be executed. Often the context describes the resources or methods to be used. (e.g., "Write a summary of a newspaper article," the *context* describes the resources to be used - *newspaper article*).

Accommodations: *Accommodations* mean adjustments to the environment, instruction or materials (e.g., instructional materials in alternative format such as large print or Braille, fewer items on each page; extra time to complete tasks) that allow a student with a disability to access the content or complete assigned tasks. *Accommodations* do not alter what is being taught.

Modifications (*Program modifications*): *Program modification* may be used to describe a change in the curriculum or measurement of learning; for example, when a student with a disability is unable to comprehend all of the content a teacher is teaching (e.g., reduced number of assignments; alternative grading system).

Assistive Technology (*Assistive technology device, Assistive technology service*): *Assistive technology device* means an item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. *Assistive technology service* means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: the evaluation of the needs, purchasing and

leasing of the device, selecting, designing, fitting, customizing, and adapting the device, coordination of the therapy, intervention for the device, along with training and/or technical assistance for a student with a disability and the professionals who will provide the service.

Strategies: A plan of action designed to achieve a goal.

> **Learning Strategies**: *Learning strategies* are techniques, steps or rules that are a fundamental part of the process to acquire, manipulate, integrate, store, and retrieve skills, and information to be applied in a variety of settings and situations. *Learning strategies* may be subtle or overt and simple or complex - always matched to student need. *Learning strategies* are student centered and designed to result in a new understanding, deeper knowledge, and generalization.

> **Teacher Strategies**: *Teaching strategies* are teacher centered and require student's response or reaction. *Teaching strategies* include the structure for effective teaching provided by the teacher in order to deliver specially designed instruction. *Teacher strategies* include student's engagement and positive behavior management strategies such as Hands Up/Hands Down, Give Me Five, Look/Lean/Whisper, Elbow Partners, and Think/Pair/Share.

Necessary Prerequisite Skills: A *prerequisite skill* is a skill that a student has mastered. The skill needs to be mastered before the student will be able to learn a new skill. There *prerequisite skills* are reviewed during the opening of a lesson.

Assessment of Prerequisite Skills: The key principal to a good review is to verify that all students know how to perform the prerequisite skills. A review typically consists of giving students a task requiring the use of the prerequisite skill(s) and seeing whether the students can perform the task correctly. There are several different *assessments of prerequisite skills*. Some are direct measures, such as tests, quiz, concept maps, portfolios, and others are more indirect, such as self-reports, the student's individualized education program (IEP), etc.

Explicit Instruction: *Explicit instruction* is a structured, systematic approach to teaching all students. It is an unambiguous and direct method that includes instructional design and delivery. *Explicit instruction* guides students though the learning process through the provision of clear statements regarding the purpose and rationale for learning the new skill/content, explanations and demonstrations of the instructional target, and supported scaffold practice with embedded, specific feedback in order to achieve independent mastery.

Activate Prior Knowledge (APK): *Activating prior knowledge* is purposefully moving something connected to the new lesson from the student's long-term memories into their working memories so they can build upon existing knowledge. *Activating Prior Knowledge* should be limited to no more than five minutes. The bulk of the class time must be spent teaching students the new grade-level content.

Vocabulary: Prior to introducing *vocabulary*, a teacher must do three things: select appropriate vocabulary that will be the most useful to students both at this time and in the future; determine how each word's meaning will be conveyed to students; and develop examples to illustrate each work and, when helpful, non-examples to establish what the concept is not.

Specially Designed Instruction (SDI): *Specially Designed Instruction* means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

Career Development and Occupational Learning Standards (CDOS): The *CDOS learning standards*, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

1. Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

2. Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

3a. Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3b. Career Majors: (Optional for this credential.) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Common Core Learning Standards (CCLS) or Common Core State Standards (CCSS): The *Common Core Learning Standards* provide a consistent, clear understanding of what students are expected to learn. The *Standards* set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.

Modeling (I do it.): Modeling involves teaching using think-aloud to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. The teacher demonstrates and describes the skill performance.

Demonstration: Teaching using physical objects to clarify the content and to support kinesthetic learning.

Guided Practice (We do it.): *Guided practice* starts with the teacher working problems together with the students. This means that the teacher is working the problem step-by-

step, usually on the board, and the students are working with the teacher at the same time. Guided practice is a dynamic component in lessons.

Checking for Understanding (CFU): Checking for Understanding means checking all students' levels of understanding throughout each lesson to track learning and adapt instruction appropriately during instruction.

Independent Practice (You do it.): Independent practice is having students practice what has been taught while it is being taught.

Lesson Closure: Lesson closure **activities** are activities at the end of the lesson that reinforce what students have learned, help students organize the information into a meaningful and personally relevant context. Lesson closure activities can also serve as a brief assessment tool with which to evaluate student retention of information.

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Kentucky Special Education Cooperatives: IEP and Lesson Plan Development Handbook, Revised, January 2009

Appendix A

Accessing the Common Core for Students with Disabilities

Special Education Teacher: Ms. Baxter **General Education Teacher (if applicable):** Mr. Whitmer **Teaching Assistant:** **Teacher Aide:**	**Class:** 6th grade ELA (condensed version for training purposes) **Date:** September 22, 2013

Standards to be addressed:

Common Core Learning Standards (CCLS):

R.L. 6.1 I can cite text-based evidence to support an analysis of literary text.

SI.6.1 I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues.

Career Development and Occupational Studies (CDOS):

CDOS 3a: Universal Foundational Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Topic and Context:

I can get the gist of the text by identifying unfamiliar vocabulary and gaining meaning from the text.

Objective:	**Verb:** Cite with evidence & engage in discussions	**Context:** Mythology

Special Considerations (*Accommodations, Modifications, Assistive Technology, Strategies***) (see classroom summary for details about students)**

   Cory (only 2 students used for training purposes)
   Eugene

Necessary prerequisite skills:

Getting the gist, annotating texts, chunking text and recognizing unfamiliar vocabulary; "Cite" – finding clues in the text, understanding the characteristics of the clues and how they relate to the evidence

Assessment of prerequisite skills:

First lesson of module. **(Formative assessment data from this lesson will assist in filling this section out for lesson 2)**

Explicit Core Instruction Grade 6 - *Module 1: Unit 1, Lesson 1*	**Specially Designed Instruction**

Introduction:	Objective:	
Gain Students' Attention	• I can get the gist of the text *"Shrouded in Myth."*	
Determine:	• I can identify unfamiliar vocabulary in *"Shrouded in Myth."*	
- objective	• I can collaborate effectively with my peers.	
- learning target	** Interact with objectives. Teacher reads them aloud, re-read them as a whole group, read with partner. 1 minute to discuss with partner what you think we'll be learning today. Discuss as class.	*Just take the guessing game out of it and just ask 3 sets of partners what we're learning today. Be sure to Check for Understanding (CFU).* **(CORY)**
- key vocabulary		
Connect to previous learning	**Activate Prior Knowledge:** Post quote from "Shroud in Myth" and the image of the sculpture. "Today we are launching into a new and exciting study. Read the quote on the board. This will give you clues as to what we will be studying. Quick write (pass out forms) for 2 minutes (it is exactly what it sounds like - explain). Turn and talk to partner about "Where do you think this quote came from? Why do you think that?" Invite students to look at the image of the sculpture. Quick write to add "How is this image related to the quote you just read? What makes you think that?" Talk to partner. Invite whole class shares. Encourage specificity and details. Congratulate them on their entry into the world of mythology. The topic of mythology and the skill of using evidence when discussing reading will be the heart of the learning for the next several weeks.	*Will need to read quote aloud first, then as a group, then with partners, then independently to self to aid in comprehension and fluency.* **(CORY)**
		Turn and talk to partner BEFORE quick write to allow for processing and assist with writing on demand. **(CORY, EUGENE)**
		Reveal questions one at a time to keep focus and eliminate confusion. **(CORY, EUGENE)**
		Graphic organizer for all students in class but highlighted key words and phrases version. **(CORY)**
		Help **CORY** *to prepare an answer to the question "How does the picture relate to the quote?" and ask him during whole group share time.*
	Vocabulary: Learning target, gist, annotate, reflect, prophecy, fate, imprisoned, stunning, dreaded, writhing	
	Connection to previous learning: Teacher refreshes students' memories of the think-pair-share (TPS) and fist-to-five (FTF) protocols	*CFU of TPS, FTF.* **(CORY, EUGENE)**
Active Teaching/ Modeling/ "I Do":	**Description of "I Do":** Teacher reads "Shrouded in Myth." Students read in their heads while teacher reads. Let students continue to dig through this text throughout the next several days. Invite students to Think-Pair-Share: "What do you notice about this text? What do you wonder?"	*Be sure to pair with complimentary partners for TPS.* **(CORY, EUGENE)**
- Demonstration		*Put these questions on desk with scaffolded questions: What do you see on the statue? What is she holding? Why do you think she's holding it?* **(CORY)**
- Think Aloud		
- Provide model &/or rubric		
	Exemplar, Model, or Rubric:	*Use nonlinguistic representations (pictures) to prompt in*

	• Teacher reads aloud to promote fluency and comprehension, providing a model for students to read on their own. Show them on the document camera how to separate the text into sections to get the gist of each section. ** Now they do it in pairs/small groups. • Model for them how to read carefully, thinking aloud while annotating, demonstrating how to annotate using the first section. Have a discussion with the whole group about what the gist of the first section was and what it was mostly about. ** Now they do it in small groups. • Model the identification of unfamiliar words. Using the first section, go back and re-read to identify unfamiliar words. Circle them. Explain that names of people and places often begin with capital letters and they are unimportant to determine the meaning of them. Try their best to read them but just move on. ** Now they do it in small groups.	*each activity of the lesson* **(CORY)** *Prechunked versions of text* **(CORY)** *with highlighted key words/phrases* **(CORY, EUGENE)** *Remind them of the strategy for finding the gist that was learned previously in the Resource Room.* **(CORY)** *Group* **CORY** *with the two other students with this need and two other students who are stronger in this area (with or without disabilities) – stay with this group to reteach and scaffold supports during the activity*
Guided Practice/ "We Do": **Provide time for:** - Small group work - Discussion - Teacher/ student observation & feedback *Assess before moving to independent practice* **Involve Students**	**Practice Activity with teacher corrective feedback:** • Students will re-read this text with a small group of 3 or 4 with a new purpose of getting the gist. Think-pair-share about the gist of the second section. "What was the gist of this section? What was it mostly about?" Bring class back together as a whole group and do fist-to-five on getting the gist. Reteach if necessary. • After re-reading each section together the students will annotate together and discuss their notes. Bring class back together as a whole group and do fist-to-five on annotating. Reteach if necessary. • After re-reading each section together, the students will circle unfamiliar words. Bring class back together as a whole group and do fist-to-five on identifying unfamiliar words. **Materials:** Quick write form, "Shrouded in Myth" text (full and pre-chunked version with spots marked for where to annotate for select students who, upon observation,	*Stay in same groups for this activity. Continue to stay with this group to reteach and support.* *Continue to use prechunked versions of the text and highlighted key words/ideas.* *Remind of strategies of fist of five learned in previous lessons and Resource Room.* *Prechunked version of text* *Highlighted version of prechunked text (spots marked to annotate)*

	appear to be struggling); document camera; writing utensil; fist-to-five chart **Check for understanding:** After the second section, discuss the difficulties with the activity, how to overcome them, reteach to entire group if necessary.	
Independent Practice/ Application/ "You Do": *Multiple practice opportunities to ensure success* *(90%)*	**Task/Materials for independent practice:** The last section will be used for independent practice if some students are ready to do it (get the gist, annotate and identify unfamiliar words) on their own. Allow for some students to continue working in the group if needed.	*After checking for understanding, reteach areas needed.*
Lesson Closure	**Summary:** Ask students to volunteer reading each objective. Using fist-to-five protocol for self-assessment on meeting the objective. Describe patterns noticed since the earlier fist-to-five assessments. Homework – Re-read "Shrouded in Myth" and finish annotating if you did not finish in class. After reading, try representing the story through a drawing or a series of drawings that show your understanding. **Checking for Understanding:** **Exit ticket:** Reflecting on the learning targets Fist-to-five for self-reflection – noting level of confidence to see if matches with accuracy of the exit ticket	

Throughout lesson: Involve students. Monitor performance. Provide feedback.

Appendix B
Classroom Specially Designed Instruction (SDI) Summary

Student	Cory	Randy	Molly	Jackie	Eugene
Strengths	• Visual Learner • Hands-on learner	• Hands-on Learner • Math skills on gL • Auditory Learner	• Visual Learner • Hands-on learner • Good verbal skills	• Strong visual learner • Works well w/peers	• Hands-on learner • Good verbal skills • Reading above gL
Needs	• Reading comp below 4 yrs gL • Slow auditory processing • Low verbal skills • Reading comprehension skill instruction	• Reading comp 4 yrs below gL • Reading comprehension skill instruction • Writing skill instruction • Wheelchair	• Reading comp 2 yrs below gL • Reading comprehension skill instruction • Writing is physically labored	• Struggles with multi step directions & math problem • Struggles getting ideas on paper • Math 3 yrs below gL • Writing skill instruction	• Attention issues – easily distracted • Disorganized writing • Disorganized • Reteach skills from lessons • Strategy instruction on organizing himself
Environment	• Minimal distractions • Extended time for all activities	• Navigating the room & school • Extended time for all activities	Extended time for all activities	Extended time for all activities	• Minimal distractions • Group in smaller groups • Preferential seating • Proximity
Materials	• Agenda for assignments • Notes provided • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas	• iPad for writing over 2 paragraphs (VTT) • iPad for reading assignments & tests • Graphic organizers • Highlight key ideas	• iPad for writing over 1 sentence (VTT) • Slant board for writing under 1 sentence • Highlight key ideas	• iPad for writing over 1 paragraph (VTT) • Graphic organizers • Calculator • Listening guides • Highlight key ideas	• Notes provided • Graphic organizers
How learning is measured	• Tests & assignments read • Extended time & alternate location for tests	• Tests & assignments read • Extended time	• Tests & assignments read • Alternate location for tests	• Tests & assignments read • Alternate location for tests	Extended time & alternate location for tests
Content	NONE	NONE	NONE	NONE	NONE
Instruction	• Directions simplified & written • Frequent CFU • Preteaching skills needed in gen ed for upcoming lessons – e.g.; oral reading only done when prepared prior to lesson • Chunking into smaller parts	• Frequent CFU	• Directions simplified & written • Frequent CFU	• Directions simplified & written • Frequent CFU	• Frequent CFU • Reminders to use strategies

Created by Katy B. Weber and Valerie Cole members of the NYSED SDI Workgroup 2014

Appendix C:
IEP and Lesson Plan Development Handbook[1]

1. Conduct and utilize data from regular standardized achievement testing that provides specific reports on the skills students have mastered and the skills that need improvement.
2. Perform regular assessments in the classroom that range from formal testing to teacher observation of students as they work.
3. Communicate and interact with students as they work.
4. Gather information and use it to individualize instruction for every child.
5. Conduct a continuous problem identification process so that specially-designed instruction can address those targeted problems.
6. Believe students with disabilities can learn and help them do so by finding the right teaching materials and methods.

Specially Designed Instruction (SDI) means adapting what is taught, the methodology and/or the manner in which instruction is provided to meet the student's unique needs. **SDI** provides students with different avenues to acquire content knowledge; process information, construct meaning, and/or make sense of ideas. Through SDI, teaching methodology and materials are adapted so that each student can learn effectively, regardless of differences in ability.

SDI must include use of explicit direct instruction!

NONVERBAL COMMUNICATION	
Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Visual, written, verbal, physical, picture prompts and cues ☐ Cue cards ☐ Graduated guidance ☐ System of least prompts ☐ Instruction of American Sign Language ☐ Computer assisted instruction ☐ Multiple-modality strategies ☐ Use of body language ☐ Attending to the speaker ☐ Other [2]	☐ Visual, written, tactual, verbal, physical, picture prompts and cues ☐ Hand-under-hand vs. hand-over-hand physical guidance/exploration ☐ American Sign Language ☐ Switch activated devices ☐ Augmentative communication devices ☐ Dynamic screens ☐ High technology communication devices ☐ Communication boards/books/ cards ☐ Picture-based communication ☐ Establishing and maintaining eye contact ☐ Switch accessibility ☐ Scan accessibility ☐ Educational interpreter ☐ Other

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[1] *Adapted from the Kentucky Special Education Cooperatives, January 2009. Revised by NYS RSE-TASC SDI workgroup 2013*

LISTENING COMPREHENSION	
Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction in listening strategies ☐ Modeling ☐ Chunking ☐ Written prompts or directions ☐ Preview-Teach-Review ☐ Alternative note-taking ☐ Graphic organizers ☐ Preteach critical information and vocabulary ☐ Other	☐ Repeated directions ☐ Frequent comprehension checks ☐ Visual prompts ☐ Alternative note-taking ☐ Extended processing time ☐ Paraphrasing, rephrasing, and summarizing ☐ Extended time ☐ Previewing questions ☐ Preferential seating ☐ Advance organizer ☐ Focused, concrete statements ☐ Digital recorder ☐ Electronically formatted materials ☐ Highlighted key words ☐ Listening guides ☐ Other

EXPRESSIVE LANGUAGE/ORAL EXPRESSION	
Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction in how to respond to verbal prompts ☐ Instruction in how to respond to cue cards ☐ Instruction in how to respond to visual prompts ☐ Guided repetitions ☐ Guided rehearsal; use of scripts ☐ Time delay strategies ☐ Modeling ☐ Instruction in conversational skills (i.e., initiating, maintaining, ending) ☐ Word retrieval drills: categories, attributes, functions ☐ Questioning techniques ☐ Other	☐ Verbal prompts ☐ Cue cards ☐ Visual prompts ☐ Extended response time ☐ Allowance for written tests ☐ Recorded material ☐ Preferential seating ☐ Directions in multiple forms (i.e., restate, rephrase, oral directions) ☐ Oral reading on a volunteer basis ☐ Rehearsal; use of scripts ☐ Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) ☐ Video self-modeling ☐ Questioning techniques ☐ Other

VOICE	
Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Modeling ☐ Vocal strategies ☐ Social skills instruction ☐ Calming strategies ☐ Instruction in self-monitoring strategies ☐ Visualizing techniques ☐ Instruction in recognition of vocal abusive patterns	☐ Self-monitoring checklists ☐ Calming strategies cues ☐ Variety of questioning techniques ☐ Signal system for recognizing abusive vocal patterns ☐ Other

☐ Oral motor intervention	
☐ Other	

FLUENCY

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Modeling ☐ Starter techniques ☐ Instruction on maintaining eye contact ☐ Instruction using choral responses ☐ Instruction using reading responses ☐ Instruction of relaxation strategies ☐ Other	☐ Extended response time ☐ Opportunity to speak first in oral group situations ☐ Individual instead of group presentations ☐ Relaxation strategies ☐ Self-monitoring ☐ Other

RECEPTIVE LANGUAGE

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction in using visual, written, picture prompts and cues ☐ Modeling ☐ System of least prompts ☐ Simultaneous prompting ☐ Time delay ☐ Instruction in how to respond to verbal cues ☐ Instruction of core vocabulary with cue cards ☐ Instruction in using visualization ☐ Instruction in using verbal rehearsal ☐ Cloze procedures ☐ Direct instruction ☐ Auditory bombardment of language targets ☐ Verbal repetition ☐ Instruction of mnemonic strategies ☐ Preteach of critical information ☐ Instruction for understanding of sarcasm, parody, and humor ☐ Instruction in elements of critical thinking ☐ Instruction in how to make inferences and predictions ☐ Instruction in how to draw conclusions and make generalizations ☐ Other	☐ Preferential seating ☐ Repetition of directions ☐ Simple directions ☐ Gestures and visual cues ☐ Paraphrasing and rephrasing ☐ Visual prompts ☐ Concrete to abstract representations ☐ Picture schedules ☐ Picture cues ☐ Object to picture schedule ☐ Calendar/routine system ☐ Sentence strips ☐ Digital recorder ☐ Self-cuing strategies ☐ Gradual building of complexity of tasks ☐ Teacher wait time ☐ Other

PRAGMATICS

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction using social scripting ☐ Instruction using social stories ☐ Instruction using written prompts ☐ Modeling ☐ Instruction in how to respond to verbal prompting ☐ Guided response	☐ Role playing ☐ Monitoring and quick feedback ☐ Peer buddy/monitor ☐ Sensory issues addressed ☐ Opportunities for taking turns, initiating/ terminating conversation, commenting, and asking questions

Instruction in environmental prompting (i.e., personal space awareness)	Environmental prompts (i.e., personal space awareness)
☐ Instruction in environmental prompting (i.e., personal space awareness) ☐ Chaining ☐ Shaping ☐ Video self-monitoring ☐ Role playing ☐ Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions ☐ Instruction in relevant emotion/feeling words ☐ Other	☐ Environmental prompts (i.e., personal space awareness) ☐ Other

BASIC READING

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**

☐ Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding
☐ Visual strategies including word recognition and visual memory for words
☐ Auditory strategies including language structure at the word, sentence, and text level
☐ Fluency strategies
☐ Direct Braille code instruction
☐ Direct instruction in functions and use of portable note-taking device (e.g., Braille Note, VoiceNote, Braille 'Speak, etc.)
☐ Instruction of functions and use of low vision devices (assistive technology for near and distance viewing)
☐ Instruction in accessing alternate formats and associated technology
☐ Meaning strategies including word meanings and associations and precision in word usage
☐ Instruction in identifying and pronouncing words and reading fluently orally including:
   o Using context clues
   o Visual word recognition strategies including environmental print
   o Word analysis strategies such as prefixes, suffixes, compound words, and word derivations
   o Text management strategies such as rereading/reading ahead, deep reading, skimming/scanning
   o Decoding strategies such as identifying word families, chunking, point and slide, looking for familiar words parts
   o Cross-check across systems (does the word make sense, does it sound like language, do the letters match the sounds)
	☐ Graphic organizers
	☐ Prompting and cuing
	☐ Recorded materials
	☐ Alternate electronic/digitized materials
	☐ Oral/visual presentation of material above independent reading level
	☐ Extended time
	☐ Large print (specified font size)
	☐ Highlighted material
	☐ Colored overlays for reading/glare reduction (specified color)
	☐ Direct/indirect lighting
	☐ Photocopied materials on preferred colored paper
	☐ Tracking guides
	☐ Braille
	☐ Manipulatives (i.e., letter tiles, flash cards, etc.)
	☐ Access to technology
	☐ Limited visual clutter/stimuli
	☐ Slant board/stand
	☐ Use of black marker ONLY on dry erase board
	☐ Talking books
	☐ Screen enlargement software
	☐ Magnifier
	☐ Monocular/binocular
	☐ Copy of class notes
	☐ Regular text along with large print texts for colored illustrations and maps
	☐ Other

or ask another reader ☐ Other	
READING COMPREHENSION	

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**

☐ Instruction in how to use graphic organizers
☐ Modeling
☐ Instruction in "Cloze" procedures
☐ Mnemonic strategies
☐ Instruction using advance organizers
☐ Instruction using visual prompts
☐ Preteaching concepts/vocabulary
☐ LEARN strategy
  o **L**ist what you know
  o **E**xplore what you want to know
  o **A**ccess information
  o **R**eflect on what you're learning
  o **N**ow make connections
☐ KWL strategy
  o List what you **k**now
  o Tell what you **w**ant to know
  o Tell what you **l**earned
☐ Instruction in verbal summarization
☐ Instruction using open-ended stories
☐ QAR strategy
  o **Q**uestion
  o **A**nswer
  o **R**esponse
☐ Instruction using choral reading
☐ Instruction using paired reading
☐ Instruction using echo reading
☐ Instruction using visual imagery
☐ Instruction using story mapping
☐ Think aloud strategies
☐ Instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring
☐ Instruction and support for specialized software and equipment
☐ Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts
☐ Instruction in hand/finger skills, tactile discrimination/perception skills
☐ Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps)
☐ Direct Braille code instruction
☐ Instruction in functions and use of portable note-taking device
☐ Diagnostic instruction
	☐ Recorded books with appropriate pacing
	☐ Recorded materials
	☐ Electronic/digitized materials
	☐ Highlighting
	☐ Large print materials/textbooks (specified font size)
	☐ Standard text to accompany large print text for colored illustrations/maps
	☐ Braille
	☐ Reader
	☐ Paraphrasing
	☐ Oral/visual presentation of materials above independent reading level
	☐ Manipulatives (i.e., story strips, etc.)
	☐ Advance organizers
	☐ Tactual graphics
	☐ Visual prompts
	☐ Frequent rest breaks to reduce eye fatigue and strain
	☐ Limited visual clutter/stimuli
	☐ Slant board/stand
	☐ Note-taking guides
	☐ Study guides
	☐ Highlighted study guides
	☐ Use of black marker ONLY on dry erase board
	☐ Talking books
	☐ Screen enlargement software
	☐ Magnifier
	☐ Monocular/binocular
	☐ Colored overlays for reading/glare reduction (specify color)
	☐ Copy of classroom notes
	☐ Regular text along with large print texts for colored illustrations and maps
	☐ Reading stand
	☐ Other

☐ Other	

WRITTEN LANGUAGE

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction in graphic organizers ☐ Modeling ☐ Tactile kinesthetic tracing ☐ Repetitive practice ☐ Instruction using advance organizers ☐ Visual and physical prompts and cues ☐ Small group instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing ☐ Instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose ☐ Instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) ☐ Instruction in mechanics and usage of slate/stylus ☐ Instruction in mechanics and use of Braillewriter/Note talking device ☐ Instruction in functions and use of magnification systems ☐ Sequential instruction for keyboarding skills ☐ Other	☐ Scribe (specify how and when a scribe will be used) ☐ Paraphrasing ☐ Assistive technology ☐ Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) ☐ Graphic organizers ☐ Journals, logs, notebooks ☐ Rubrics/scoring guides ☐ Editing checklists ☐ Production of written pieces ☐ Mnemonic strategies ☐ Error monitoring, self-monitoring ☐ Modified tests and assignments ☐ Copies of overheads (notes, directions, organizers, etc.) ☐ Preferential seating ☐ Scribe for obscan sheets ☐ Highlighting ☐ Color-coded direction words ☐ Student paraphrasing of directions ☐ Raised line paper ☐ Manipulatives (i.e., sentence strips, words cards, personal and classroom work banks, etc.) ☐ Digital recorder to talk into and write from ☐ Pencil grips ☐ Specialized writing utensils (20/20 pen, #1 lead pencil, bold marker, slate/stylus, etc.) ☐ Specialized writing materials (Braillewriter, portable note taking device, signature/letter guide, typoscope, computer with screenreader/ magnification software) ☐ Use of high contrasting maker on dry-erase board ☐ Limited visual clutter/stimuli ☐ Slant board/stand ☐ Retaking of tests ☐ Access to technology ☐ Other

MATH CALULATION AND REASONING

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Multi-sensory teaching strategies ☐ Time delay ☐ Most to least prompts	☐ Mnemonic strategies ☐ Cue cards with problem solving strategies, definitions, examples, models, flow charts,

Modeling	process steps
☐ Modeling	☐ Small group instruction
☐ Instruction in computation and reasoning strategies, word problem strategies	☐ Visual, nonverbal, verbal, physical, picture, and written prompts and cues
☐ Instruction in functions and use of accessible graphing calculator software	☐ Repetitive practice
☐ Instruction in functions and use of portable note-taking device	☐ Accommodated tests/assignments
	☐ Advance organizers
☐ Instruction in functions and use of low vision devices	☐ Copies of overheads including notes, organizers, examples
☐ Guided practice	☐ Extended time
☐ Mnemonic strategies	☐ Graph paper/vertical lined paper
☐ Chunking	☐ Manipulatives/concrete representations
☐ Touch five coin counting strategy	☐ Tactile graphs/graphics
☐ Instruction in use of a calculator	☐ Calculator (large display/talking/graphing/audible graphing calculator software)
☐ Other	☐ Low vision devices
	☐ Abacus
	☐ Magnifier
	☐ Colored overlay
	☐ Number line
	☐ Study guides
	☐ Peer buddy/peer tutoring
	☐ Oral presentation of materials/assessments
	☐ Assistive technology
	☐ Other

TASK COMPLETION/ON TASK BEHAVIOR

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
☐ Modeling	☐ Accommodated tests and assignments
☐ Partial participation	☐ Use of timer
☐ Instruction in how to use self-talk	☐ Dual set of materials for home and school
☐ Video self-modeling	☐ Paraphrasing
☐ Differential reinforcement	☐ Extended time
☐ Instruction in how to self-monitor/evaluate	☐ Rubrics and scoring guides
☐ Instruction in student task analysis	☐ Peer tutor/mentor
☐ Instruction in using graphic organizers	☐ Oral presentation of materials
☐ System of least prompts	☐ Redirection and corrective feedback
☐ Instruction using simultaneous prompting	☐ Behavior contract
☐ Instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.)	☐ Environmental modifications
	☐ Assistive technology
☐ Other	☐ Graphic organizers
	☐ Cue cards
	☐ Previewing assignment
	☐ Other

FOLLOWING DIRECTIONS

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
☐ Instruction using task analysis	☐ Time delay
☐ Instruction in self-monitoring strategies	☐ Increased wait time

□ Differential reinforcement □ System of least prompts □ Instruction using role playing □ Modeling □ Instruction in how to use self-talk □ Mnemonics strategies □ Instruction using advance organizers □ Video self-modeling □ Other	□ Advance organizers □ Verbal prompts and cues □ Paraphrasing □ Preferential seating □ Endless loop tape □ Alternate modes for directions including pictures, photos, etc. □ Contracts □ Oral presentation of materials □ Visual supports □ Assistive technology □ Clarification of directions □ Other

RATE/SPEED OF WORK

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
□ Instruction in how to respond to verbal prompts and cues □ Instruction in self-monitoring strategies □ Differential reinforcement □ Instruction using role playing □ Modeling □ Other	□ Checklists □ Use of timer □ Schedule □ Pictorial representation of task □ Audio stimulation to support rhythmic pace (music) □ Repeated practice □ Assistive technology □ Work systems □ Extended time □ Reduced/increased level of lighting □ Preferential seating

FOLLOWING A SCHEDULE

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
□ Instruction in how to respond to verbal prompts and cues □ Instruction in self-monitoring strategies □ Instruction in reading a schedule and a site map □ Instruction using role playing □ Modeling □ System of least prompts □ Instruction using task analysis □ Graduated guidance □ Instruction in how to use picture/tactual agenda □ Instruction in creating and following a personal schedule □ Other	□ Checklists □ Use of timer □ Picture/tactual schedule □ Color/tactual coding □ Highlighting □ Repeated practice □ Map (i.e., school, classroom, community, etc.) □ Object schedules □ Calendar/routine system □ Physical/verbal cues □ Mental mapping/routes □ Other

ATTENDANCE

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Multi-sensory instructional strategies ☐ Instruction in how to use a token economy ☐ Instruction in self-monitoring strategies ☐ Differential reinforcement ☐ Instruction in using verbal/visual prompts and cues ☐ Other	☐ Contracts ☐ Escort to class ☐ Proximity to classroom ☐ Pictorial/tactual representation to task ☐ Alternate dismissal ☐ Interest inventory to identify motivators ☐ Other

ORGANIZATION

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction using task analysis ☐ Instruction using video self-monitoring ☐ Differential reinforcement ☐ Instruction in using verbal/visual prompts and cues ☐ Instruction in organization systems ☐ Modeling ☐ Other	☐ Duplicates ☐ Extended time ☐ Shortened assignment ☐ Dual set of materials for school and home ☐ Step-by-step instructions ☐ Color/tactual coding ☐ Assignment notebook ☐ Calendar ☐ Peer tutor/buddy ☐ Dividers and organizers ☐ Work systems

WORKING INDEPENDENTLY

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**

☐ Graduated guidance
☐ Differential reinforcement
☐ Instruction in using verbal/visual prompts and
   cues
☐ Instruction using task analysis
☐ Other
	☐ Shortened assignments
	☐ Study carrel
	☐ Work systems
	☐ Assignment and tasks given in segments
	☐ Redirection (verbal, nonverbal, physical, visual,
	   etc.)
	☐ Fading prompts
	☐ Positive/corrective feedback
	☐ Other

DECISION MAKING

Specially Designed Instruction (SDI) **WHAT THE TEACHER TEACHES**	Supplementary Aids and Services (SAS) **WHAT THE STUDENT NEEDS**
☐ Instruction in how to use self-talk ☐ Mnemonic strategies ☐ Instruction using role playing ☐ Instruction in using verbal/visual prompts and cues ☐ Instruction in evaluating and choosing ☐ Instruction using social stories ☐ Other	☐ Picture/tactual cues ☐ Mnemonic strategies ☐ Verbal/visual prompts and cues ☐ Physical prompts and cues ☐ Assistive technology ☐ Other

SELF-EVALUATION

Specially Designed Instruction (SDI)	Supplementary Aids and Services (SAS)

WHAT THE TEACHER TEACHES	WHAT THE STUDENT NEEDS
☐ Instruction using task analysis ☐ Self-monitoring strategies ☐ Instruction in using verbal/visual prompts and cues ☐ Instruction in self-evaluation ☐ Modeling ☐ Mnemonic strategies ☐ Instruction in self-advocacy skills ☐ Other	☐ Picture cues ☐ Work systems ☐ Rubrics and scoring guides ☐ Progress graphs ☐ Checklists ☐ Peer editing ☐ Self-monitoring ☐ Other

SOCIAL COMPETENCE

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
☐ Instruction using video self-modeling ☐ Differential reinforcement ☐ Instruction in using verbal/visual prompts and cues ☐ Instruction in using written prompts and cues ☐ Instruction in replacement behaviors ☐ Modeling ☐ Corrective feedback with reteaching ☐ Instruction in using student study teams ☐ Planned ignoring ☐ Behavior intervention plan ☐ Instruction in explicit social skills ☐ Instruction using role playing ☐ De-escalation strategies ☐ Relaxation strategies ☐ Instruction in self-advocacy skills (visual portfolio, accessing materials in appropriate format, requesting assistance from peers and adults, personal care) ☐ Community-based instruction to foster independent living skills ☐ Instruction in appropriate postural/body gestures ☐ Other	☐ Student repeats directions ☐ Frequent, positive feedback and specific praise ☐ Daily/weekly home contact ☐ Contracts ☐ Student-created reinforcement menu ☐ Sequential directions ☐ Short, concise directions ☐ Frequent breaks ☐ Opportunities for movement ☐ Signal, inference cues ☐ Proximity control ☐ Structured transitions ☐ Timer ☐ Reinforcement menu ☐ Peer tutor/buddy ☐ Repeated practice of learned skills in authentic, nonpervasive environments/situations ☐ Other

PHYSICAL FUNCTIONING

Specially Designed Instruction (SDI) WHAT THE TEACHER TEACHES	Supplementary Aids and Services (SAS) WHAT THE STUDENT NEEDS
☐ Instruction using video self-modeling ☐ Differential reinforcement ☐ Modeling ☐ Instruction in using verbal, visual, written, and physical prompts and cues ☐ Corrective feedback with reteaching ☐ Hand-under-hand vs. hand-over-hand guidance ☐ Redirection ☐ Instruction in how to use self-instruction	☐ One-on-one instruction ☐ Small group instruction ☐ Partial participation ☐ Modified equipment ☐ Modified rules ☐ Modified tests, activities, assignments ☐ Self-instruction ☐ Self-monitoring ☐ Self-talk

☐ Self-monitoring strategies ☐ Instruction in how to use self-talk ☐ System of least prompts ☐ Instruction in how to use visualization ☐ Instruction using social stories ☐ Instruction of specific skills ☐ Instruction in Orientation and Mobility skills to foster safe and independent travel in familiar/unfamiliar environments ☐ Mental mapping skills ☐ Directionality/spatial awareness concepts ☐ Human guide techniques ☐ Other	☐ Extended/shortened time ☐ Peer tutor ☐ Shorter distances ☐ Decreased level of difficulty ☐ Extra practice of skills ☐ Lower goal/target ☐ Alternate activities ☐ Adapted play area ☐ Well-defined boundaries ☐ Human guide ☐ Larger/auditory goal/target ☐ Larger/lighter bat, racquet, etc. ☐ Frequent rest periods ☐ Slower pace ☐ Assistive technology ☐ Other

Adapted from the Kentucky Special Education Cooperatives, January 2009. Revised by SDI workgroup 2013.

Appendix D Annotated Lesson Plan

Accessing the Common Core for Students with Disabilities

Special Education Teacher: **General Education Teacher:** **Teaching Assistant:** **Teacher Aides:** The above information is defined in the below link. www.p12.nysed.gov/specialed/lawsregs/part200.htm	**Class:** www.p12.nysed.gov/specialed/lawsregs/sect2006.htm **Date:** The current date of the lesson

Standards to be addressed:
Common Core Learning Standards (CCLS): www.engageny.org/common-core-curriculum-assessments

Career Development and Occupational Studies (CDOS): www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf

Topic and Context: "The entire lesson is carefully crafted and delivered to teach the information or procedures necessary for student to be able to successfully complete the Independent Practice" (Hollingsworth and Ybarra, 2009).

Objective (Learning Target)**:** These statements make explicit what the lesson is going to cover and help students focus on the upcoming content.	**Verb:** The skill is the objective (e.g., identify, write, computer, describe, etc.)	**Context:** describes what the students will be able to do successfully and independently by the end of the lesson

Special Considerations *(Accommodations, Modifications, Assistive Technology, and Strategies)* In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations. Prior to developing a lesson the Special Education Teacher needs to complete the classroom SDI summary for each of the students with disabilities that will be participating in this lesson. The Individual Education Program (IEP) will contain some of the information that is needed to fill out the classroom SDI summary. The "Closing the Achievement Gap" can also be of a resource to support the completion of the classroom SDI summary.

Student Name
Student Name

Necessary prerequisite skills: The skill needs to be mastered before the student will be able to learn a new skill.
Assessment of prerequisite skills: What can the students do to prove that they have understood the skill and can apply the skill?

	Explicit Core Instruction	**Specially Designed Instruction**

Introduction: **Gain Students' Attention** - objective - learning target - key vocabulary *Connect to previous learning*	Objective (Learning Target): **Today you are going to learn…..** • Select a content standard. • Write a Learning Objective: Skill, Concept, and Context. • Deconstruct the standard, if necessary. Activate Prior Knowledge: Connecting to what students already know Vocabulary: Identify content and academic vocabulary words to be taught during the lesson. Provide a student friendly definition, multiple examples and nonexamples. Connection to previous learning: Acknowledge what the students know. Write the connection to the learning objective. Check for Understanding:	This section of the lesson plan is pulled from the completed Classroom SDI summary sheet. Accommodations: changes in materials or procedures — which do not change the standards but allow students to learn within the framework of the Common Core. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. Strategies: …are systematic plans or approaches for solving a problem or completing a task that involves a series of sequential steps. (Learning and Teaching Strategies): see glossary of terms for definitions and examples Technology/Equipment: What assistive technology devices and services are needed to ensure that students with disabilities can access the general education curriculum and the Common Core Learning Standards?
Active Teaching/ Modeling/ "I Do": - Demonstration - Think Aloud - Provide model &/or rubric	Description of "I Do": The teacher is showing the students how to perform the skill (modeling or demonstrating the skill). The teacher uses wording that is clear, consistent, and concise while involving the students to ask questions. Exemplary, Model or Rubric: Modeling consists of two components: **Demonstrating** the skill and **describing** what is being done. The describing component of the model is often referred to as a **think aloud**.	Accommodations: Students with disabilities need varying accommodations depending upon factors such as: prior knowledge, physical concerns, IEP requirements, cognitive levels, complexity of assignment, interest level, social skills, social history, home support, class size, type of disability, individual motivation and the type of presentation. Strategies: Technology/Equipment:
Guided Practice/ "We Do": **Provide time for:** - Small group work - Discussion - Teacher/ student observation & feedback *Assess before moving to independent practice*	Guided practice is provided through the use of prompts. Prompts can be physical or verbal. Visual prompts are *always* written and serve the same function as verbal prompts to increase student's success as they practice a new skill. Corrective feedback: Feedback has the goal of closing the gap between students' current performance and the desired performance by information students whether an answer is correct or incorrect. Materials: Organization is the key. Check for understanding: by providing and monitoring unprompted practice	Accommodations: Strategies: Technology/Equipment:

Involve Students		
Independent Practice/ Application/ "You Do": *Multiple practice opportunities to ensure success (90%)*	Unprompted practice will determine whether students can perform the skill without any physical, verbal or visual prompts. Task/Materials for independent practice: If the students have shown that they can perform the skill with high rated of accuracy during the unprompted practice. Check for Understanding: Provide students with several problems/tasks similar to the one presented during the model and guided practice sections on the lesson, and ask them to do them on their own. It is useful to have students do one item at a time, followed by checking their answers and providing feedback until they consistently perform accurately.	Accommodations:

Strategies:

Technology/Equipment: |
| **Lesson Closure** | The closing of the lesson is brief. The teacher begins with a short review of what was learned. Summary: How students reflect on the learning by asking, "What did you learn today about <u>learning objective</u>? | Accommodations:

Strategies:

Technology/Equipment: |

Throughout lesson: Involve students. Monitor performance. Provide feedback