Planning Commentary Directions: Respond to the prompts below (no more than 11 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Focus Learner Information
   a. Describe the focus learner’s primary disability as identified in the iep. Describe the learner’s strengths and challenges and their potential impact on instruction for the learning targets.

   [My focus learner’s primary disability as identified in her Individualized Education Plan is an emotional disturbance. The learner has an anxiety disorder and is classified with a language disorder. Armstrong explains in the article, Serving Children With Emotional-Behavioral and Language Disorders: A Collaborative Approach (2011), many students who have a language disorder also have an emotional or behavioral disorder that co-occurs. Although the learner is classified with an emotional disturbance and a language disorder, one of her strengths is that she has a very strong work ethic. My learner is determined and a hard worker. She stays focused and rarely has behavioral disruptions, which is a great strength for the learning environment. She never walks out of class or puts her head down which is highly beneficial because I can get through my lessons and help her to succeed. Keeping the learner focused is an advantage and this is rare for students who are classified with emotional disturbances. My focus learner also responds very well to visual aids and auditory supplements. By using these elements, her overall understanding of a topic increases, so I will format the lessons to fit her learning styles. One of the primary challenges for my learner is to ask questions and to seek help individually. Therefore, in addition to struggling with language, specifically comprehension, there is a social communication barrier. Due to these strengths and challenges, to have a potential impact on the instruction for my learning targets, I will keep a will support my learner’s learning style. As stated in her IEP, the learner will use the text-to-speech program, Read and Write Gold, so she can have an auditory supplement for what she reads. This will help her become a more independent learner. My focus learner will also use a checklist during independent practice, which reminds her to ask for help if she has any questions or comments. To support her comprehension and to keep her encouraged, each lesson will be forty minutes long. I will use refocusing prompts, repetition, and experiments. Therefore, all of my lessons will entail the same set up, with a different topic of the water cycle that allow my focus learner to apply the same essential concepts in a different manner. This method of repetition will help her achieve a deeper understanding of the new learning strategy, SQ3R.]

   b. Identify the two learning targets (primary and supporting/secondary) selected for the learning segment.

   [Primary: After using questioning, surveying, using Read & Write Gold to read, reciting after each section, and reviewing the answers, my focus learner will successfully comprehend the text by successfully completing her SQ3R page and completing various follow-up activities. Secondary: My focus learner will use appropriate social communication when she is confused during the reading comprehension sessions, and she will recognize that she needs help and will confidently and independently seek out and request help when needed.]

   c. List the goals and/or benchmarks in the focus learner’s iep relevant to achieving either learning target.

   [One of my focus learner’s annual goals for reading from her Individualized Education Plan states “When presented with a specific informational text from her content area subjects, she..."
will answer questions about the text that test for understanding.” In these lessons my focus learner will work on increasing her comprehension of informational texts by using the reading strategy called SQ3R. Learning a new reading strategy also supports her annual IEP goal that states, “She will learn new learning strategies and demonstrate these strategies when completing her class assignments, projects, or tests.” In learning the SQ3R strategy, my learner will skim the text to create her own questions so she can be somewhat interested in the topic. After taking a “walk” through the text, questions on vocabulary, titles, and bold print, questions will be composed. To support her comprehension, after each paragraph is read, she will stop and check for an answer. Following the process of SQ3R, using her checklist as an guidance will set her up to successfully answer questions about the text that will demonstrate her understanding and, through repetitive lessons using this strategy, it will help her practice and improve upon this skill. An annual language goal that is also related to comprehension listed in her individualized education plan is, “She will formulate grammatically correct sentences and maintain appropriate verb tense in written and oral communication.” This goal will also be supported by the learning tasks, after reading informational passages, by writing her answers to the questions in complete sentences. This will be performed during every lesson. Another IEP goal that will be supported through the learning targets is the learner’s social/emotional/behavioral goal which states, “She will independently seek our and request help when needed.” This annual goal will be supported by my focus learner’s secondary learning target because by using a provided checklist and through prompting, my focus learner will independently seek help by asking questions when confused. The checklist, which will be used in all four lessons, will remind her to ask for help, which will create positive communication growth by the end of the fourth lesson.]

d. List the early childhood standard, academic content standard, modified standard, or alternative standard related to each learning target (Note: Please list the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.) Indicate if there are no relevant standards for your learner.

[New York State Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

New York State Intermediate Science Core Curriculum – Standard 4:
2.1] Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.]

e. List any special accommodations or modifications in the learning environment, instruction, or assessment required by the iep and relevant to the learning targets.
[There are various accommodations and modifications in the learning environment, instruction, and the assessment which align with the learner’s Individualized Education Plan, accommodations, and modifications. As listed in her Individualized Education Plan, my learner will be seated on the other side of the room during lessons so she is away from the windows because she demonstrates a hypersensitivity to light. She also requires re-teaching of skills due to memory weakness. In order to accommodate her to have a potential impact for her primary learning target, this science unit is being taught to her a week in advance, as my cooperating teacher wished. I will be pre-teaching the science topic a week in advance to prepare her to participate in the whole class lesson. Processing language is difficult for her; therefore, I will clarify all my directions and check for understanding. I will also provide a checklist for my learner so she can reference the directions and steps at any point in the lesson. The checklist will also be used to keep data and record new information from the text. If needed, I will prompt her to get back on the right task. During the first lesson, prompts will be given when needed; however, as the lessons continue, I will gradually give minimal prompts. Due to her slow processing, I will give her an appropriate amount of wait time to process the information she has read. This will be done to achieve both the first and second learning targets. Giving wait time allows her to process what she has read and think about what questions she has answered or what questions she might now have. In addition, to support the wait time, one of my focus learner’s accommodations is extended time. Going along with this extended time, it is stated in her Individualized Education Plan that she is allowed to use a word processor, specifically software for reading and writing (Read and Write Gold) to help her reading pace. She reads at a slow pace; therefore, by incorporating Read and Write Gold, into my lesson, this will allow her to read and follow along at the speed she needs to complete the activities within the given time limits. My focus learner participates in the same state and district-wide assessments of student achievement that are administered to general education students. Her testing accommodations entail extended time, flexible setting, and that all texts can be read and explained. Therefore, my instruction and assessments will be held in a private room where she can focus and not feel pressured. I will give her all the time she needs, I will read aloud and model SQ3R during guided practice, and prompt when needed. Her assessment will be scored by looking at how many steps from the checklist she completed correctly and independently and calculating how many times she asked for help when she indicated that she needed assistance. During assessments, she will work at her own pace and, when needed, breaks can be provided. She will be given additional time and these assessments will help me check for understanding to plan for the next lessons that will be given. Accommodations for assessments that will be used during these lessons will include the use of assistive technology such as the I-pad, and reading software, the use of diagrams to support her visual learning style and questions will be read orally since that helps her process the information better.]

f. Describe any behavior management plans relevant for the focus learner.

[The point system that is enforced in the classroom will still be followed. All students gain a specific amount of points for each period. Some examples of why students would lose points would entail sleeping during class, not doing homework, or going to BRR (Behavioral Recovery Room) etc. Once students have acquired five hundred points, they reach the honors level, which offers the students the opportunity to walk to the restroom alone, go to open specials before the end of the day, use the computers during recess time, participate in fieldtrips, and gain rewards which will motivate them to exemplify only positive behaviors. If my focus learner completes the lesson and all behavioral rules are followed, just as in the classroom, she will be given the appropriate number of points. My focus learner will be informed that this is a time for her to get ahead in science and to strengthen her comprehension. If the student does not act in the appropriate manner, she will be given a mini break/breather until she is ready to continue the lesson. A mini break/breather can involve a walk down the hall, getting a drink of water, or...]}
perhaps a brief talk with her counselor, if available. A checklist will be provided during the independent practice to keep my focus learner motivated and to prevent frustration while working on her own. For each task that my focus learner successfully and appropriately completes, she will receive verbal, positive comments. My cooperating teacher will be informed of all behavior while my focus learner is out of the room. The learner will be encouraged to gain the points she needs before the lesson begins to start her on the right track. Prompts will be given to help her stay on track in displaying positive behavior. These positive reinforcements, and following the behavioral point system, will be useful in lessening disruptions and negative thoughts and will be valuable in attaining a potential impact on the learning targets.]

2. Planning for Alignment and Development of Knowledge and Skills
   a. Explain how the focus learner’s IEP goals and benchmarks align with your learning targets. If you selected a learning target that addresses a support skill not reflected in the IEP, justify why it is appropriate for the focus learner at this time.

   [My focus learner’s annual IEP goals have a main focus on reading comprehension and greater student independence. The annual IEP goals and benchmarks align with my chosen learning targets because the primary learning target teaches a new reading comprehension strategy while the secondary target works on improving social communication to make the learner more independent. The primary target is to use the strategy SQ3R when reading an informational text. This task aligns with the IEP goals because it teaches a new study strategy, as outlined in the IEP goals, and provides a method for increasing the reader’s overall comprehension. The secondary target is to become an independent learner by independently seeking help when needed. This target aligns with the IEP goals and benchmarks because the benchmarks show that the learner often has questions but lacks the social communication skills to independently seek help. When the student has a question, she often waits for teacher prompting and will not raise her hand to ask a question on her own. By using a checklist to monitor her own understanding, the learner will work towards becoming more independent and seeking help on her own when needed. I will be supporting these goals by providing checklists and using the least amount of prompting as possible to increase comprehension skills while also attaining greater student independence.]

   b. Explain how the lesson objectives, learning tasks, and materials are sequenced to:
      - Move the focus learner toward achievement of the IEP goals, standards (as appropriate), and learning targets
      - Build connections between the focus learner’s prior learning and experiences and new learning
      - Move the focus learner toward generalized, maintained, and/or self-directed use of knowledge and/or skills

   [The four lessons will emphasize the use of the reading SQ3R method. Using the method in all four lessons will help focus the learner on how the strategy helps organize the reading process in understanding the information presented in the text. This repetition will move the learner towards achieving the IEP study skill goal for attaining a new strategy and the IEP reading comprehension goal for building reading comprehension skills for content specific informational text. The learning task will move the learner toward a generalized set of skills because the strategy taught in the lessons can be used with any type of informational text. Once this strategy is mastered, the student can generalize the strategy and use it in other content areas in school. The lessons and materials will be sequenced to meet the overall content objective of learning about the various stages of the water cycle. The student will use a variety of reading materials (textbook, articles, etc) to learn about the science topic, the water cycle. Each lesson will focus
on one stage of the water cycle and the lessons will be sequenced in a way that the information presented will build off the knowledge gained in previous lessons. By building connections between the stages learned in the previous lessons, the student will build a clearer picture of how the water cycle works. Before each lesson, the learner will activate prior knowledge, reminding herself how to use the reading strategy and reflecting on what she already learned about the water cycle. The science standard used in these lessons are at the learner’s current grade level which will help align the content with other science concepts taught so far this year. The reading standards used are at the students’ developmental level, which is at a reading level equivalent to grade two. By adapting the science text to a developmentally appropriate level, the materials used in the lesson will be appropriate for moving the learner towards her reading IEP goals. The use of a checklist, especially for the second learning target, will promote moving the learner towards a self-directed set of social communication skills by emphasizing self-monitoring and self awareness of the learner’s understanding and moving through the learning segment from most to least intrusive prompting.]

3. Knowledge of Focus Learner to Inform Teaching of the Learning Segment

For each of the categories listed below (3a–d), describe what you know about the focus learner’s strengths and challenges as related to the lesson objectives of the learning segment in relation to BOTH learning targets. What does the learner know? What can s/he do? What is s/he learning to do?

Refer to baseline data obtained prior to the beginning of the learning segment.

a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives.

[A pre-assessment was given to my focus learner. There were two parts to the pre-assessment. First the learner read the passage independently and answered 50% of the comprehension questions correctly (4/8). Then, using another passage at the same reading level, I read aloud to her and she answered 75% of the comprehension questions correctly (6/8). Reading aloud showed a significant improvement in her comprehension, however, when I asked her to explain to me or write to me what she read, she gave a bare, brief description. It is stated in her Individualized Education Plan that she has the accommodation of using a word processor with software for reading and writing (Read and Write Gold). Therefore, during her lessons, I will adapt the text by taking second grade texts on the water cycle and typing them into a Word Document in order to use Read and Write Gold. This use of assistive technology will help the potential impact on instruction for my first, primary learning target. Based on the pre-assessment data, I know that the learner can answer some comprehension questions about a text when read to aloud and asked to respond verbally to questions about the text. The student struggles to read and answer questions on her own; so these lessons will work on improving her independent reading comprehension skills. My focus learner struggles in science because she lacks the reading skills needed to access the text. This new strategy will help her draw key information from the text on her own. As per request of my cooperating teacher, I will be pre-teaching this science content so she is familiar with the concepts when they learn about the water cycle in class. I will build off that previous knowledge when teaching each lesson. Informal observations indicate that the student lacks the social skills necessary to know when to ask for help. The student knows how to ask questions if the teacher approaches the student, but the student does not seek help independently when needed. For these lessons she will be given a checklist that asks her to write down any questions or comments she has. This will help her acknowledge when she has a question and will prompt her to independently ask for help, which assists the potential impact on instruction for my second learning target.]
b. Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness).

[My focus learner is verbal and, when asked a question, she will acknowledge it and reply; however, she is extremely reserved. She will not speak up or volunteer unless called upon but will act in a constructive manner, not only during academic periods, but during social times as well. For example, because this is a self-contained class, the girls eat lunch in their classroom. All girls will talk while eating but my focus learner eats quietly with her hood up. During academic periods, if she does not understand a direction, or is confused, she does not have a mini temper tantrum (I believe its because she is in a structured setting and does not want to lose points) but she will just sit there, again, with her hood up and not raise her hand which is why my second learning target is important; especially because she needs to learn everyday life skills to speak up for herself. When she becomes frustrated, she keeps it inside rather than exposing it verbally or physically. Working with my focus learner in a different room, and working one-on-one, will be beneficial to her because she will receive the attention she needs in order to help her grow and to achieve both learning targets. During recess, as my lessons are implemented and taught, aligning to her academic and social/emotional goals, my cooperating teacher and I decided to make recess a collaborative setting where all students need to interact together whether it is by playing outside, having a discussion, playing a game together, etc to further aid the focus learner. As Armstrong explains in her article, Serving Children With Emotional-Behavioral and Language Disorders: A Collaborative Approach (2011), integrating goals across many disciplines helps students to communicate effectively in many settings and on an independent basis, which improves deficits in language and behavior.]

c. Personal, family, community, and cultural assets (e.g., the focus learner’s interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations; community supports or resources).

[My focus learner has a high interest in technology. She always brings her i-pad to school and, when she does talk with her peers, the girls will be talking about the latest i-phones applications, etc. In order to incorporate technology into my lessons, I will use it for assessment. I will use various app quizzes and create my own quiz based on the focus of the lesson or observe her using an app that is a tool for studying. For example, one app that I will use is the note card application. For assessment, the student will get a term and say it’s definition aloud. Once she says the definition, she will be able to click on the card and check her answer. There are matching sections also on this app, where my focus learner can match the terms and definitions. Also, during instruction, I will use my laptop to display my PowerPoint since she is a visual learner and I will pull up educational sites that will relate to the lesson’s topic. For example, when learning about humidity, I will go on www.weatherchannel.com and show her how to look up what the humidity for each day will be. This helps teach the lesson, engages her by using technology, and shows her how this can be used and is related to her everyday life. I will inform her that she can use her I-phone to download the weather channel app to check the weather and the humidity because, if there is high-humidity, she may want to put her hair up due to frizz, which will be discussed in order to engage her. My focus learner comes from an unstable and unsupportive home. She is provided with free breakfast every morning at school and lunch for the afternoon. Due to legal problems in her home life, there is a pending trial that just began that my cooperating teacher informed me of and we need to be particularly sensitive to these matters. I will keep my lessons positive and upbeat and try to keep in mind what can be related to her life that is positive and useful. She will always be reminded that no question is stupid. My focus learner has never traveled before so I will discuss how the humidity/weather in one state may be different in another. These factors are important and can help achieve the
learning targets.]

d. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills or communication).

[Not relevant]

4. Supporting Learning

Respond to prompts 4a–e below. As needed, refer to the instructional materials you have included to support your explanations. Your explanation should address both learning targets for the focus learner.

a. If there is not at least one learning target linked to the general education or early childhood curriculum, justify why that is not appropriate for the focus learner’s needs.

[My primary learning target is linked to the general education curriculum. This learning target aligns with both the school’s seventh grade science standards and the New York State Science Core Curriculum. In addition, since this learning target focuses on my focus learner’s comprehension, this target also aligns with a Grade 2 New York State Common Core Standards for English Language Arts because she is reading on a second grade level and the primary goal is to improve comprehension. Therefore, in order to reach this goal, I must start with the level she is currently at.]

b. Describe how the learning tasks, materials, and supports capitalize on your focus learner’s strengths and interests.

[The learning tasks, material, and supports focus on my learner’s strengths and interests in several ways. Since the learner is below grade level in reading, the texts chosen will be developmentally appropriate for her reading level. Since the learner comprehends the text better when read aloud, the readings will be typed up so the student can use the text to speech software to listen to passages read aloud as she follows along. I will be using the reading program, Read and Write Gold in order to aid her reading and to ease the frustration of pronouncing every word so she can just focus on comprehending the text and finding answers to the questions she will compose. The use of visual aids and diagrams will also be implemented to support her visual learning style. Pictures will be displayed on the word document around the text since so there are many visual supports. The learning tasks will include many hands-on activities such as using my laptop, I-pad and science experiments, and they will be capitalizing on her strengths and interest in technology. The learner also needs a lot of encouragement, so lots of positive feedback will be used to support and encourage her.]

c. Justify your choices of learning tasks, materials, and supports based on the focus learner’s strengths, needs, and principles of research/theory.

[Author Robinson introduces and discusses the SQ3R method in his book entitled Effective Study (1970). SQ3R is a reading comprehension method that is an essential study strategy for all students and different kinds of learners. Students will also achieve active expansion while reading. Robinson’s mission for inventing SQ3R helps readers select what they are expected to know, comprehend these ideas promptly, fix them in memory, and be able to review the content competently for exams. My focus learner will use SQ3R throughout all her lessons in order to strengthen her comprehension in science, and be able to generalize the strategy for use in other subjects and outside of school for all types of reading. SQ3R can put my learner in the right frame of mind for comprehension. Howard Gardner (1983) an American developmental psychologist, while being involved in Project Zero, shared his first statement of his theory of multiple intelligences. Gardner claims that people have a blend of intelligences (Multiple
Intelligences: Gardner’s Theory, 2008). When learning about who my student is as a learner, and reviewing her Individualized Education Plan, I held on to Gardner’s Multiple Intelligence Theory. My focus learner is a visual and auditory learner. When creating my lesson, I will use the Multiple Intelligence Theory by incorporating various visuals on my PowerPoint, present diagrams, and use hands-on science experiments. Since my learner is also an auditory learner, I will incorporate the text-to-speech program, Read and Write Gold, so she can listen to the text being read aloud. Further, I will model and think aloud, clearly, always repeating myself if needed. Finally, during science experiments, I will orally explain what is happening and describe the process. Carol Tomlinson believes that all people learn differently and that no person is the same. Tomlinson shares that differentiation of instruction is a way of teaching (teaching theory) and meeting all students’ needs. What one student may need may not be beneficial to another. All educators should be fair in teaching; fair as in teaching to the students learning style and accommodating their needs so they can excel. Tomlinson describes in her book Differentiation of Instruction in the Elementary Grades (2000) that one can differentiate based on student readiness, interest levels or learner profiles. She also describes how differentiation can occur by altering the process, product or content of a task. This is not only in regards to instruction, but also to assessment. Differentiated instruction will be displayed in my lessons as I adapt the text to the grade level 2 reading level my focus learner is on. By giving her second grade texts, I am starting her out where she needs to be and giving her the opportunity to grow as a reader and reach her current grade level. In doing this I will be able to keep the content on grade level for science, but I will differentiate the process by changing the way the student will access the information. Also, because my student often stares at her paper when confused, I have created a checklist for her during independent practice in order for her to have extra support. My focus learner needs encouragement and support; therefore, throughout the lesson, I will be there to answer any questions if needed.

- Explain how, throughout the learning segment, you will help the focus learner to generalize, maintain, or self-manage the knowledge, skills, and supports.

[After reading each science passage I will use guided questioning to check for the focus learner’s level of comprehension. I will explain the major concepts using the tool, PowerPoint presentation for visual support. I will also use real life examples to make the information more relatable and meaningful for my focus learner. For example, when teaching the stage evaporation, I will relate the concept to ways that the learner has seen evaporation happen in her own life. These connections will help the learner remember the information by building a stronger understanding of the concepts. In addition, I will use modeling when first introducing the SQ3R strategy so the learner understands how she should use the strategy. I will also demonstrate how to ask for help if she has a question and where she can write down her questions or comments on the checklist/guide. Throughout each lesson, I will base the level of support I give to my focus learner on her ability to complete each task. As the lessons continue, my goal is for her to become more independent with the material given. If she is struggling, and she is on the third lesson, instead of giving the answer away, I will give minimal prompting/clues that may help her figure out what she is looking for or what she may need to do next. In order to do this, I will use the form of questioning. Her answers will guide her. My focus learner will be given the suitable amount of challenge, yet, she will still be set up to succeed. I will pay careful attention to my focus learner’s feelings during each lesson as I will take into consideration her home life and recognize that school is where she will get the attention and encouragement that she needs.]

5. Supporting the Focus Learner’s Use of Expressive and/or Receptive Communication

Respond to the prompts 5a–e below to explain how your plans support the focus learner’s use of a communication skill related to the primary learning target.
a. Communication Skill (Function). Identify and describe one communication skill (function) that

- the focus learner needs to access instruction and/or demonstrate learning for the primary learning target
- includes the language of the discipline associated with the academic learning target, as appropriate

Examples include retelling a story, explaining a mathematics problem-solving strategy, answering open-ended questions, stating an opinion, supporting a position with evidence, following directions, signaling or initiating a turn during peer discussion, appropriately expressing frustration, participating in a conversation, answering a question, selecting the right sign, indicating preference with an eye gaze, requesting assistance, selecting a picture or other visual representation, starting or stopping communication, responding to an environmental cue, or signaling/communicating needs.

[One communication skill that my focus learner needs to access instruction and demonstrate learning for the primary learning target is asking and answering questions. She will need to formulate questions to ask about the text and generate answers to these questions after reading the text by completing the SQ3R model.]

b. Describe how the focus learner will use the communication skill (function) to participate in learning tasks and/or demonstrate learning in relation to the primary learning target.

[The focus learner will use the communication skill of asking and answering questions to participate in learning tasks by forming questions about the text and finding the answers in the readings. The learner will also use the communication skill to meet the secondary target by asking for help when needed. When the learner asks for help, I will be able to clarify information and offer assistance so that the learner is able to comprehend the text better and meet her primary learning target. For example, during independent practice, if she is confused or does not know what to do next, she needs to recognize that she needs help, determine her question, use her voice to confidently seek help from me and ask her question. My focus learner will be given prompts on her checklist to help her determine if she needs help and I will model ways that she can ask me for help by providing sample questions she can ask. I will also use a prompting system throughout the learning segment to gradually release the responsibility on the learner to make her use the communication skill more independently.]

c. Given the communication skill (function) identified in 5a, describe the expressive and/or receptive communication demands that the focus learner needs to use in order to participate in learning tasks and/or demonstrate learning.

- Vocabulary Demands: Spoken, written, or demonstrated words, symbols, signs, or behaviors representing information, concepts and meanings, or feelings.
- Other Communication Demands: Additional expressive and/or receptive communication demands needed to participate in learning tasks and/or demonstrate learning. Additional communication demands include syntax, social use of communication, or situational expectations for oral, written, or demonstrated communication.

[In regards to receptive language demands, my focus learner needs to understand the acronyms for SQ3R and its meaning in order to successfully achieve the primary learning target. Once my focus learner understands the acronyms and steps to SQ3R, she will be able to use Read and Write Gold to demonstrate her learning, specifically her comprehension of the text. To help support this, a PowerPoint presentation will be used as a visual for each acronym for the]
very first lesson to aid her new learning. In regards to expressive language demands, my focus learner needs to recognize when she needs help and will confidently and independently seek out and request help when needed. As my focus learner follows the process of SQ3R to assist her comprehension, she will first skim through the hard cover/paper copy of the text, form questions using a literacy strategy known as, Spilt Page Format. Then, listening to the text read aloud, using Read and Write Gold the learner will follow along and be able to find the answers to her questions, section by section. Read and Write Gold demonstrates learning in relation to the primary learning target because she will be able to actually read in order to find the answers to her questions, therefore she will comprehend the text as the questions are answered and as she forms her answers in complete sentences aloud. My focus learner will be given a checklist to make sure all parts of SQ3R are completed and to guide her so she can look up what to do next in order for her to become independent, asking for help when needed. During my lessons, I want to certify that I am doing the best I can to help my focus learner in achieving her learning targets so the learner will also be encouraged to also form questions to ask.]

d. Describe the focus learner's expressive and/or receptive communication skills and needs relative to the targeted communication skill (function) and other communication demands identified in 5a and 5c. What does the learner know, what can the learner do, and what is s/he learning to do?

[In regards to the targeted communication skill of asking and answering questions, my focus learner needs to know how to use her answers to state complete sentences to present her comprehension aloud. My focus learner can briefly explain what was read with minimal accuracy, however, I want her to be able to use description words and full detail, as she actually understands what she is saying. Therefore, using SQ3R, and stopping at every paragraph to organize her thoughts and look for an answer will allow her to find details and comprehend piece by piece what is being read. By dividing the text into sections, the learner will repeatedly use the communication skill by asking and answering questions for each section to improve her comprehension. Also, there are follow-up activities to review what is learned. Further, my learner will listen to Read and Write Gold read the text, so the text will be read correctly. These methods and strategies will help differentiate my lesson to my learner's needs in order to set her up for success in achieving the learning targets.]

e. Describe the instructional supports that help the focus learner acquire, generalize, maintain, and successfully use the targeted expressive and/or receptive communication skill (function), vocabulary demands, and other communication demands identified in prompts 5a and 5c.

[During instruction, after I model and think aloud a section of the text, my learner will be using the text to speech program, Read and Write Gold in order to read a new text. She will use the literacy strategy Split Page Paper, to take notes. My learner will use a checklist to make sure all steps of SQ3R are completed, to check for understanding, and to help form any questions she may have. These three methods will help the focus learner acquire, generalize, maintain and successfully use the targeted communication skills and vocabulary demands.]

6. Monitoring Learning

a. Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of

- the focus learner’s progress toward both learning targets through the lesson objectives
- the level of support and challenge appropriate for the focus learner’s needs
[During my learning segment, I will be working on improving my learner’s comprehension, by teaching the SQ3R reading strategy. Throughout each lesson there will be formative and summative assessments that will measure the focus learner’s progress towards the two learning targets. The assessments will measure whether the learner uses all steps of the SQ3R strategy to access the text. The assessments will also provide evidence that the learner is forming a minimum of four comprehension questions for each section and is answering the questions accurately after reading. Finally, they will provide evidence about how many times the learner sought help during the learning segment and what questions the learner asked when seeking help. The assessments will also note what type of prompting was used or if the tasks were completed independently so the level of support will be measured.]

b. Explain how you plan to involve the focus learner in monitoring his/her own learning progress.

[My focus learner has the opportunity, during independent practice and during the closure of the lesson, to monitor her own progress. During independent practice, she will be given a checklist, where she needs to check off each part of SQ3R process as she listens to the text being read and finds answers to her questions. At the end of the checklist, it states, “Any questions, comments, or concerns can be written on the following lines.” This will give her the opportunity to reflect if she needs to seek help and it will help her form her thoughts, by reminding her to look at the checklist and reflect on what she may not understand or what she missed. During the closure of the lesson, my focus learner will be given an Exit Ticket. She will circle the smiley face that best represents how she felt when seeking help. The directions state, “Circle the smiley face that best represents how you felt in regards to seeking out and asking for help if needed throughout the lesson.” These various elements in my learning segment will help my learner monitor her own progress and move towards becoming a more independent learner.]