



<b>Candidate:</b>	<b>Grade Level(s):</b> Kindergarten	<b>Date Taught:</b> 11/08/18
<b>Content Area:</b> Literacy	<b>Topic:</b> Opinion Writing- Stating an Opinion	<b>Lesson Duration:</b> 45-50 minutes
<b>Teacher Materials:</b> -Anchor chart -Teacher example -Sticky notes -Document camera		<b>Student Materials:</b> -Writing paper (provided by CT)

### A1. Lesson Pre-Plan

*Provide a description of your students (IEPs, EBs, cultural backgrounds, interests, etc.):*

The students in this class are very interested in real world experiences and relating the things they learn about to their own life and experiences. During Writer's Workshop, students have shown interest in writing about their family, friends, sports, or games they like to play. The books that I have seen students interested in are non-fiction and informational text. Students like to look at real pictures and learn about the different things around them.

There are two students who have a speech IEP so it will be necessary to provide them language supports and visuals. One student with a speech IEP is a native English speaker and has difficulty articulating. The other student with a speech IEP is an English Language Learner and has difficulty in production and articulation. The two students with speech IEP's may have misconceptions in the sounds they hear when they say a word due to their difficulty in articulating words. Nine students are White/Caucasian and eighteen students are Hispanic of Mexican descent all born in the United States, although only six are classified as English language learners. These students will benefit from the language supports, visuals, oral directions, and multiple means of representation.

About half of the class (15) falls below grade level in both literacy and math based off of the district formative assessment. Students were assessed at the beginning of the school year for a baseline and reassessed at the end of Trimester 1. Many of the students are beginning reading and writing and have shown difficulty in forming letters and words. To support these students I will remind them to make their drawing with realistic attributes and to label to the best of their ability. Students may have gaps in knowledge regarding vocabulary used in the lesson such as opinion. To close these gaps I will provide student-friendly definitions to define these words in a way that flows through the lesson. I will use these words many times and repeat their definitions to ensure students are not confused and are understanding.

*What prior knowledge will students bring to this lesson?*

Students have learned about capitalization and punctuation in previous lessons. Students have also learned about adding specific details such as appearance of people and location of where the drawing takes places and making them realistic in the details (i.e. since I have blonde hair I will draw blonde hair, if I am drawing my family at the beach I will include sand, ocean, and the sun). My CT uses Writer's Workshop and students have been working on writing personal narrative and opinion pieces.

*How will technology be utilized in this lesson?*

A document camera will be used in this lesson to display the teacher demonstration and student's work when they share.

*Explain the rationale for choosing this lesson:*

Students will have written about their favorite activity to do at school inside the classroom two days prior so I felt that it would be appropriate to continue the topic of favorite activities but make it more broad so students have more choice on what to write about. Although there are some boundaries, students will have the choice to write about their favorite activity outside. This should increase students motivation because many of them are extremely active and enjoy playing outside during recess and lunch. Student have written other opinion pieces in the previous lesson and during Writer's Workshop. By brainstorming ideas of activities students like to do in the class, students will have a general idea of different things they can write about.



### A2. Outcomes & A4. Student Assessment

Content Standards Addressed:

[CCSS.ELA-LITERACY.W.K.1](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

[CCSS.ELA-LITERACY.L.K.2.D](#)

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Academic Language Demands:

- Vocabulary-  
Opinion- what someone thinks or feels about some thing  
Brainstorm- to think of ideas about a topic  
Background- details of where the drawing takes places
- Language Functions- Inform
- Related Discourse Forms- "I like...because..." "My favorite...because..."
- Syntax- Students will use present tense to describe their favorite activity.
- Language Supports- I will use "student-friendly" vocabulary definitions and verbal sentence frames when sharing out, a word wall for students to refer to, and pair/share for students to share their ideas orally before writing.

English Language Development:

- ELD Standard(s)-  
K.P1.C.11 Em. *Supporting opinions*- Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.
- EDL Objective(s)-: Students will be able to orally state an opinion about a topic.

Specific Instructional Outcomes (Objectives):

- All students will be able to draw and dictate their own opinion about a topic.
- Some students will be able to draw and write their opinion in a sentence about a topic. (*Brielle, Reese, Riley, Arlene, and Anderson*)
- Some students will be able to demonstrate knowledge of sound-letter relationships by spelling simple words phonetically. (*Johnny, Sophia, Arlene, Reese, Moshe, Santino, Cassie*)

Student-Friendly Objectives:

- I can say my opinion and explain why. I can draw a picture that shows my opinion. I can write a sentence to go with it.

Assessment(s) of Outcomes: (include formal & informal)

Formal:

- The teacher will use a rubric to evaluate each students written response to the prompt that asks students to state an opinion.

	Needs Improvement	On Target	Outstanding
Objective	-Student makes a statement but it is not an opinion.	-Student states an opinion about the topic.	-Student states an opinion and states why.
Purpose/ Development of Drawing	-Scribble or minimally developed drawing	-Partially developed drawing	-Well developed drawing
Purpose/ Development of Sentence	-Off topic or no attempt at a sentence	-Semi-complete sentence	-Complete sentence
Conventions	-Rarely uses spaces -Rarely writes letter(s) for sounds -Rarely uses sound-letter relationships to	-Mostly uses spaces -Mostly writes letter(s) for sounds -Mostly uses sound-letter relationships to	-Regularly uses spaces -Regularly writes letter(s) for sounds -Regularly uses sound-letter relationships to



		spell words phonetically -No punctuation	spell words phonetically -May contain punctuation	spell words phonetically -Contains punctuation
		<p>*Students were not included in the assessment process. To include them in the future I would use a checklist that they can check off boxes if they did complete the task such as using a capital and punctuation.</p> <p>Informal:</p> <ul style="list-style-type: none"> <li>During drawing/writing and discussion in the before and after/share portion of the lesson, the teacher will observe and take anecdotal notes students understanding of opinions.</li> </ul>		
A3. Designing Coherent Instruction			NOTES	
Time (e.g., 9:00-9:15 am)	Procedure		Identify supports for Emergent Bilinguals and Students with Disabilities (A5 & A6), as well as opportunities for multiple means of Engagement, Representation, and Expression (UDL)	
10:15-10:30	<p><b>Before: (Launch/Connect/Active Involvement/Guided Practice)</b></p> <p>Students will come in from recess and sit with their writing partner or the rug.</p> <p><i>Hello, writers! Do you remember writing about your favorite activity at school the other day?</i></p> <p><i>Today we are going to talk and write about an opinion. An opinion is what we feel about something and we can share our opinion with people by writing about it.</i></p> <p><i>I have opinions about lots of things. For example, "My favorite activity outside is the swings". Or I like cats better than cats. Or I really like most pizza but my favorite is pepperoni. Raise your hand if you can tell me an opinion about something you like or don't like to eat. Call on student(s).</i></p> <p><i>I'm going to write my sentence about my favorite outside activity and make a very detailed picture. My favorite activity outside is the swings so I am going to draw myself on the swing. Our picture tells us so much about what I want to say. I need your help as I draw my picture. What color hair do I have? I have blonde hair so I will draw blonde hair and my skin color is light so I will use a light skin colored crayon. What color shirt am I wearing? Ok, I need to draw my shirt that color then. Continue until picture resembles reality. I also need to add a background or draw where I am in my picture. I'm swinging outside so what are some of the things I can add to make it look like I am outside? Tell your partner one thing I could add.</i></p> <p><i>I'm going to label my picture too so people can read it. Label person, swing, sun, grass, etc.</i></p> <p><i>It is important we have detailed drawings because people who read what we write aren't inside our brains and can't read our minds! So we have to add details to help our readers understand.</i></p> <p>Begin writing sentence.</p>		Students will actively participate in creating details to add to the drawing.	



	<p><i>Now I need to write my sentence. First, I'm going to say my sentence out loud and clap the words so that I know how many words to write. "I like the swings." Listen to me as I clap each word and count my claps. (clap: I like the swings.) When I write my sentence there's something very important I need to do to the first letter in my sentence. Who can remind me?</i> Call on student. Continue writing sentence.</p> <p>Model sounding out word to spell word.</p> <p><i>I don't know how to spell this word: favorite, so I am going to listen to the sounds I hear when I say "favorite". Raise your hand if you can tell me the first sound you hear in favorite.</i> Call on student. Continue spelling word and repeat process with other words.</p> <p><i>Who can tell me what to put at the end of my sentence?</i></p> <p><i>Don't forget to add your period and a capital letter.</i></p> <p><i>When we are saying and writing our sentence it is important to clap each word so we know how many words we need to write and how many spaces we need on our paper.</i></p> <p><i>Turn and tell your writing partner what your favorite animal is. You can start by saying "I like..." or "My favorite animal is...". You can also say why that animal is your favorite by saying "I like...because..." or "My favorite animal is...because...". I'm going to be listening to you clap each word as you say your sentence. Partners, I want you to count the claps and the words.</i> Give students time to turn and talk and clap the words.</p> <p>Call classes attention back to front.</p> <p><i>Okay, great job! I loved hearing all of you clapping your words. Does someone want to come share what they talked about?</i> Call on one or two students to come to front of class and share their favorite animal in a sentence.</p> <p><i>Today when you write your sentence you get to tell me your favorite thing to do outside. It First, we are going to brainstorm some of our favorite activities we like to do. When we brainstorm we think of different ideas in our mind. Good writers brainstorm their thoughts before writing to help them think about what they want to say. Close your eyes and picture your favorite thing to do outside.</i> Give students think time.</p> <p>Call on students to share their thoughts and ideas and add to anchor chart with word(s) and picture.</p> <p>After making anchor chart students will turn and tell a partner the sentence they will write.</p> <p><i>Before you go write your sentence on your paper I want you to turn and tell your writing partner what you are going to write. Remember to clap your words like we did earlier so you know how many words you will write.</i> Give students time to share with a partner and clap what they will write.</p> <p><i>This is an all by yourself activity I want to know what your favorite activity outside is not someone else's. If you get stuck raise your hand and wait for a teacher or you can practice listening to the sounds you hear.</i></p>	<p>Students will represent each word with a clap to count and remember each word.</p> <p>Students will practice sharing an opinion of their favorite animal with provided oral sentence stems.</p> <p>Students will have a visual of the brainstorming to help them remember the different ideas they can write about.</p> <p>Students will actively participate in the brainstorming process.</p> <p>Students will actively participate in the planning</p>
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	<p><i>Now you get to go write your sentence about what you like to do outside. Remember, good writers make really detailed drawings and add labels. Good writers also clap their words in their sentence. I'm going to give you a lot of time so you can write your best sentence and draw your best, most detailed picture.</i></p> <p>Dismiss quiet rows to go to their table and begin their writing.</p>	<p>stage of the lesson.</p> <p>Students will practice saying the sentence they will write before putting it on paper.</p> <p>Students will have choice in what they write about.</p>
10:30-10:55	<p><b>During: (Independent Writing)</b></p> <p>At this time, students will head to their seats, take a pencil, I will pass out a piece of paper for students to write their sentence on and they will write their name as they receive their paper.</p> <p>While students are writing, teacher will walk around classroom and confer with students as needed. Observe for students who have detailed pictures, labels, and a sentence that has "because" or another conjunction words to share later with the class.</p> <p>As students begin finish, remind them to add a background (where they are) or any other missing/important details. When students turn in their paper or are done, have them dictate what they wrote and write on a sticky note.</p>	<p>Students will dictate their sentence and drawing to help the teacher understand their writing.</p>
10:55-11:05	<p><b>After: (Share/Closing)</b></p> <p><i>Thank you so much for your hard work. Please bring your paper back to the carpet with you. Would anyone like to share what they wrote about?</i> Allow students to come share their sentence and drawing under the document camera.</p> <p>Call on students who have detailed drawings or a clear sentence to share.</p> <p><i>Remember writers, we all have an opinion and an opinion is the way we feel about something. Our opinions can be different from other people too!</i></p>	<p>Students will have the opportunity to share their writing and listen to their peers writing.</p>



### A. PLANNING AND PREPARATION

#### A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL* SCORE: 3

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>TC shows <b>minimal</b> understanding of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and <b>does not indicate</b> that such knowledge is valuable</li> </ul>	<ul style="list-style-type: none"> <li>TC shows <b>general</b> knowledge and awareness of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – but plans to teach to the <b>class as a whole</b></li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class AND groups</b> of Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement with content</li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class, groups, AND individual</b> Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement, <b>AND that misconceptions &amp; gaps</b> in knowledge and experience may need to be uncovered</li> </ul>
		<ul style="list-style-type: none"> <li>TC provides a description of Ss' "knowledge &amp; skills," identifying that some Ss have difficulty with speech production and articulation, 15 fall below grade level in both literacy and math, and some have difficulty in forming letters and words</li> <li>TC provides information about Ss' interests including real-world experiences; writing about family, friends, sports or games; and reading non-fiction and informational texts</li> <li>Some evidence that the TC identifies "misconceptions &amp; gaps" in S knowledge (e.g., two Ss w/ IEPs may have misconceptions in the sounds they hear)</li> </ul>	



### A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL* SCORE: 4

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Outcomes represent <b>low</b> expectations/lack of rigor</li> <li>All outcomes are <b>unclear</b></li> <li>Outcomes are <b>not measurable</b></li> <li>Outcomes are <b>poorly aligned</b> with content standards</li> <li>All outcomes are <b>not suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes represent <b>moderate</b> expectations/rigor</li> <li>Some outcomes are <b>unclear</b></li> <li>Some outcomes are <b>not measurable</b></li> <li>Outcomes are <b>somewhat aligned</b> with content standards</li> <li>Some outcomes are <b>suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li>Most outcomes represent <b>high</b> expectations/rigor</li> <li>Most outcomes are <b>clear</b></li> <li>Most outcomes are <b>measurable</b></li> <li>Most outcomes are <b>aligned</b> with content standards</li> <li>Most outcomes are <b>suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li>All outcomes represent <b>high</b> expectations/rigor</li> <li>All outcomes are <b>clear</b></li> <li>All outcomes are <b>measurable</b></li> <li>All outcomes are <b>aligned</b> with content standards</li> <li>All outcomes are <b>suitable</b> for Ss with <b>differentiation/flexibility</b> for individual Ss</li> </ul>
			<ul style="list-style-type: none"> <li>The S-friendly outcome provided is “I can say my opinion and explain why. I can draw a picture that shows my opinion. I can write a sentence to go with it.” This outcome represents “high expectations/rigor” in that kindergarten Ss are being asked to not only state an opinion but also provide explanation – why they have this opinion</li> <li>All outcomes are clear, measurable, and aligned with content standards. Outcomes #1 &amp; #2 align with W.K.1 &amp; Outcome #3 aligns with L.K.2.D. The S-friendly outcome aligns with both CCSS. In addition, the ELD standards align with the learning outcomes</li> <li>The three outcomes provided show “differentiation/flexibility” for individual Ss in that “some students” will be able to demonstrate outcome #2 and #3 while “all students” will demonstrate outcome #1</li> </ul>

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## Lesson Plan Example with Rubric

A3. DESIGNING COHERENT INSTRUCTION *TPE 1, 3, 4* SCORE: 3



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Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Learning activities are <b>poorly aligned</b> with learning outcomes and/or content standards</li> <li>Learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>not actively engaged</b> in cognitive activities with <b>no</b> evidence of UDL</li> <li><b>No</b> use of groupings</li> <li><b>Unrealistic</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> learning activities are <b>aligned</b> with learning outcomes and/or content standards</li> <li><b>Some</b> learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>minimally engaged</b> in cognitive activities with <b>limited</b> evidence of UDL</li> <li><b>Some</b> use of groupings but may be <b>inappropriate</b></li> <li><b>Uneven</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> learning activities are <b>aligned with learning outcomes and content standards</b></li> <li><b>Most</b> learning activities <b>follow</b> an organized progression</li> <li>Ss are <b>engaged in cognitive activities with evidence of UDL</b></li> <li><b>Appropriate</b> use of groupings</li> <li><b>Appropriate</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> learning activities are <b>aligned</b> with learning outcomes and content standards</li> <li><b>All</b> learning activities <b>follow an organized progression</b></li> <li>Ss are <b>challenged</b> in high-level cognitive activities with <b>appropriate</b> UDL</li> <li><b>Appropriate</b> and <b>varied</b> groupings that include <b>S choice</b></li> <li><b>Appropriate</b> time allocations with <b>flexibility</b> for <b>individual Ss</b></li> </ul>
<ul style="list-style-type: none"> <li>The lesson is scheduled for 45-50 minutes and has enough content to fill more than this amount of time; the time allotment for this lesson is beyond the average attention span of kindergarten Ss, and the plans would be better suited for multiple days of instruction</li> </ul>		<ul style="list-style-type: none"> <li>The before, during, and after sections all focus on Ss on drawing, dictating, and/or writing an opinion, which aligns with W.K.1. The TC also leads Ss through the process of sounding out words in the before section, which aligns with L.K.2.D. Both the ELD standard and the S-friendly objective require Ss to work on explaining their reasoning behind their opinions, however, Ss are not provided the opportunity to develop this skill in the lesson</li> <li>There are multiple opportunities for Ss to engage in activities that are grounded in UDL. S interest is considered in the use of animals; Ss use clapping to help identify the number of words; Ss engage in writing, drawing, and verbally explaining; and the TC provides visual supports for Ss to access during their independent work time</li> <li>Ss engage in whole group discussion as well as work with their writing partner; although Ss with IEPs are mentioned, no strategic groupings are used to support these Ss</li> </ul>	<ul style="list-style-type: none"> <li>The plans follow a logical progression where the TC models the process of stating an opinion, drawing a detailed picture and writing a sentence that states an opinion. The TC provides opportunities for the Ss to attempt these skills with the support of the whole group discussion before having Ss work on their opinion piece independently</li> </ul>



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## Lesson Plan Example with Rubric



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### A4. DESIGNING STUDENT ASSESSMENT *TPE 5* SCORE: 4

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Formative assessments <b>do not match</b> learning outcomes and/or content standards</li> <li><b>Lack</b> of criteria for expectations</li> <li><b>Minimal</b> formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments <b>partially match</b> learning outcomes and/or content standards</li> <li>Criteria available but <b>unclear</b></li> <li><b>Rudimentary</b> use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments <b>match</b> learning outcomes and content standards</li> <li>Criteria <b>clear</b></li> <li><b>Appropriately-designed</b> formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments <b>clearly match</b> learning outcomes and content standards</li> <li><b>Well-developed</b> criteria</li> <li><b>Well-designed</b> formative assessment <b>adapted to individuals</b> as needed.</li> <li><b>Ss contribute</b> to assessment process</li> </ul>
			<ul style="list-style-type: none"> <li>Outcomes clearly stated (including S-friendly example) and match content standard: states an opinion explanation</li> <li>Criteria explicit (<u>All</u> Ss draw/dictate/write a sentence)</li> <li>Specific expectations for individual Ss: Higher Ss: write sentence with words spelled phonetically. On-target Ss: dictate and write some words. Needs Improvement: Lacks writing, but able to dictate ideas. All Ss draw pictures.</li> <li>Rubric included for individual assessment</li> <li>Plans created for future S-friendly self-assessment (checklist for task analysis)</li> </ul>

### A5. SUPPORTING EMERGENT BILINGUALS *TPE 1* SCORE: 3



Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>• <b>Missing or inappropriate</b> ELD standards</li> <li>• <b>No attempt to draw on home language,</b> culture, and/or prior knowledge</li> <li>• <b>Missing or inappropriate</b> language supports or instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>• ELD standards <b>not aligned</b> with learning outcomes, assessments, and/or instructional activities</li> <li>• <b>Limited or superficial</b> attempts to draw on home language, culture, and/or prior knowledge</li> <li>• <b>Few</b> language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>• ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities</li> <li>• <b>Some attempt to draw on</b> home language, culture, and/or prior knowledge</li> <li>• <b>Whole-class</b> language supports and instructional scaffolds that <b>adequately</b> support EBs' academic language production &amp; content engagement</li> </ul>	<ul style="list-style-type: none"> <li>• ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities <b>AND meet specific needs of individual ELs/EBs</b></li> <li>• <b>Tasks draw</b> on home language, culture, <b>AND</b> prior knowledge</li> <li>• <b>Targeted</b> language supports and instructional scaffolds that support <b>individual</b> EBs' academic language production &amp; content engagement</li> </ul>
<ul style="list-style-type: none"> <li>• There is no evidence of pre-planning for or actual inclusion of any activity to draw on home language or specific cultural elements for EBs</li> </ul>		<p>This section is rated a low 3</p> <ul style="list-style-type: none"> <li>• ELD standard K.P1.C.11 is aligned with learning outcome and assessment and is illustrated in the original intent of the lesson. However, this standard does not appear to have been addressed in the ultimate presentation of this lesson. There is no opinion evident in the product</li> <li>• There is some attempt to draw on student cultural experience and prior knowledge in that the activity asks Ss to write about a favorite activity; however, there is no apparent attempt to draw on home language or specific cultural elements for EB learners</li> <li>• Language supports exist in the form of an anchor chart and sentence frames that will provide a reference point for all Ss; there is no evidence of targeted language supports or instructional scaffolds for EBs.</li> </ul>	



Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Plans:</p> <ul style="list-style-type: none"> <li>● <b>Lack appropriate</b> instructional methods and/or supports for providing instruction to Ss with disabilities</li> <li>● Demonstrate <b>no evidence</b> of providing accommodations or modifications as stated on student IEPs or 504 plans</li> <li>● <b>Do not allow</b> Ss with disabilities access to grade aligned and standards-based instruction</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>● Include instructional methods and/or supports that do <b>not consistently</b> address the individualized needs of Ss with disabilities</li> <li>● Include <b>non-individualized</b> accommodations or modifications <b>OR do not include</b> all of the relevant accommodations or modifications as stated on Ss' IEPs or 504 plans</li> <li>● Allow Ss with disabilities <b>inconsistent</b> access to grade aligned and standards-based instruction</li> <li>● TC includes general language supports and visuals</li> <li>● In A1, the TC states that his/her Ss with IEP's have disabilities in speech/language, and the TC lists needed supports (e.g., language, visuals, articulation); although these supports are vague and not attributed to specific Ss, there is evidence of accommodations and modifications</li> <li>● Instructional outcomes vary (with "all" Ss achieving some outcomes and "some" Ss achieving others); it is not clear that Ss with disabilities would be required to also <i>write</i> (only <i>dictate</i>) and therefore do not have access to grade-aligned standards. To make the standard accessible to Ss with expressive or receptive communication skills, the TC could provide sentence starters or incomplete sentences with blanks and response options</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>● Include <b>research or evidence-based</b> instructional methods and/or supports, including <b>assistive technology</b> as needed to support the <b>individualized</b> needs of Ss with disabilities</li> <li>● <b>Fully address</b> accommodations and modifications as indicated on Ss' IEPs or 504 plans</li> <li>● <b>Allow</b> Ss with disabilities access to grade aligned and standards-based instruction</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>● Include opportunities for Ss with disabilities to <b>manage their own</b> scaffolds and supports, including <b>assistive technology</b> as needed</li> <li>● <b>Fully address</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs</li> <li>● <b>Allow</b> Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction</li> </ul>