# Brandmark of TX CAN - Texas Complex Access Network  **INSTRUCTIONAL SUPPORT PLANNING FORM**

Student: Maggie P.

Unit: ELAR/GENRE STRUCTURES

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| **Unit Design** |
|  | ***What is the student expected to learn? (TEKS)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources*** |
| **General Education Students** *(GenEd teacher completes before meeting)* | TEKS 4.9 – recognize and analyze genre-specific characteristics, structures, and purposes within and across texts  | * Informational text
* Main idea
* Supporting evidence
 | * Choose informational text to read silently.
* Complete outline worksheet for main idea and supporting evidence.
 | * Various informational text passages
* Worksheet/pencil
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|  | ***What is the student expected to learn? (TEKS, Essence Statements, IEP Goal/Objectives)*** | ***Vocabulary*** | ***Lesson Activities*** | ***Materials/Resources/Supports Needed (and who is responsible)*** |
| **Maggie**  | * Identify main idea
* Use question words (speech)
 | * Main idea
* Who\*
* What\*
* Where\*

\*stored in device | * Choose informational text to read
* Complete summarization sentence (“**Who**” “did **What**” “**Where**”)
 | * Two adapted text informational passages **MISS N**
* text programmed onto recordable switch device to listen to text (read) **MISS N**
* Image cards from chosen text **MISS N**
* Summary sentence strip **MISS N**

Ex: “Rosa Parks, an African American civil rights leader,” “would not stand up and give her seat to a white passenger,” “on the bus.” |

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| **Common Classroom Activities (apply to all units)** |
|  | ***Supports Needed (and who is responsible)*** |
| *Direct Instruction* | * Wheelchair placed close to teacher but next to peer - ALL
* Communication device on wheelchair mounted right-side - ALL
* Visual supports to highlight key vocabulary & processes paired with verbal prompts – MISS N create, MRS H present
* Teacher asks “Maggie, do you have a question?” minimum of once per lesson. – MRS H
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| *Discussions* | * Wheelchair placed close to teacher but next to peer- ALL
* Communication device on wheelchair mounted right-side- ALL
* 10 second wait-time provided before expecting response- ALL
* Teacher asks, “Maggie, do you have a comment?” minimum of once per lesson. – MRS H
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| *Reading Tasks* | * Communication device on wheelchair mounted right-side- ALL
* Peer read-aloud or pre-recorded switch devices – MISS N program, MRS H present
* Use image supports in adapted text – MISS N create
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| *Writing Tasks* | * Communication device on wheelchair mounted right-side- ALL
* Point to responses for simple assignments - ALL
* Use cards with words or image that can be rearranged for word/sentence-level writing tasks – MISS N create, MRS H present
* Communication device hooked to computer via USB for longer writing tasks – MR M initial hookup, MISS B present
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This document was designed to accompany the [Supports for Participation training](http://sped.support/scd_online_courses) from TX CAN.

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