



Extensive Support Needs

Step 1: Plan—Part A: Written Narrative: Contextual Information Template

Directions: Type your responses within the brackets following each prompt (up to 4 pages). Do not delete or alter the prompts. For more information, see pages 8–11 of the Literacy Cycle Performance Assessment Guide.

Contextual Information About the Student(s)

- Age range(s) and grade level(s):
[14-17 Years Old, 9th-11th Grade]

- Instructional delivery model (e.g., co-teaching, inclusion, self-contained classrooms, small group, state special schools, itinerant):

[Specialized Academic Instruction in a self-contained classroom using flexible grouping across the three-lesson learning segment. Lesson 1 uses whole-class instruction where all eight students participate in a read-aloud and vocabulary introduction. Lesson 2 uses one-on-one instruction where the focus student works with me during guided practice with differentiated support. Lesson 3 uses one-on-one instruction where the focus student receives individualized targeted skill development using their AAC device. Detailed formative assessment data using the Degree of Independence Index (DII) formula is collected on the focus student across all three grouping configurations, with increasingly detailed observation during the one-on-one lessons.]

- Instructional support personnel who will assist you in this lesson (e.g., paraprofessionals, interpreters, bilingual instructional assistants, DIS providers, speech and language pathologists):

[Paraprofessionals support different student groups throughout the day. For this learning segment, paraprofessionals are trained on the least-to-most prompting hierarchy and DII scoring system (0-5 scale based on independence level). During Lesson 1's whole-class instruction, the paraprofessionals provide proximity support and monitor engagement to their group of students. During Lesson 2's one-to-one instruction, a paraprofessional observes me teaching the focus student AAC navigation. During Lesson 3's one-on-one instruction, the paraprofessional observes while I provide individual instruction on AAC navigation, vocabulary location, and message construction. The speech-language pathologist consults on TouchChat device setup and communication strategies but does not program lesson-specific vocabulary, as the student uses core vocabulary across daily literacy lessons.]

- Language(s) of instruction to be used in the learning segment (e.g., biliteracy, developmental bilingual [one-way immersion], dual language [two-way immersion], English only):

[English. The focus student uses an AAC device (TouchChat app with SymbolStix symbols) to communicate. All instruction and materials are provided in English with multimodal supports.]

If you are working with only your focus student (FS) during the learning segment, you do not need to respond to this section. For those working with the FS and additional students, respond to the following prompts:

- Student assets (cultural and/or linguistic) and/or interests related to the literacy content you plan to teach:

[The classroom includes multilingual students who understand English, Spanish, Tagalog, and American Sign Language. Students use various communication methods: one is verbal, two use VOCA boxes with icons for basic requests (transitioning to full AAC devices), two use ASL, and two use AAC devices like TouchChat. Two students are Filipino and six are of Latin American descent.]

- Literacy knowledge, skills, and/or abilities:

[Two students who are English learners use AAC to communicate, while one English learner and the student who is deaf use ASL. English learners also communicate using single Spanish words ("Mira," "Si"). One student using AAC constructs multi-word sentences independently when reminded and can type unfamiliar words. Another student using AAC uses single-word phrases for familiar activities and benefits from scaffolding with unfamiliar words, building confidence in using AAC as a communication tool. Five students with strong temporal awareness can transfer sequencing skills to story events and activities.]

- Identified English language learners (see [SB 210](#) for Deaf and Hard of Hearing students):

[Three students are identified as English Language learners (including the focus student), and one student is identified as Deaf and Hard of Hearing.]

- Identified learning needs (e.g., special education eligibility of students):

[All students are identified with special education eligibility. 6 Students are identified with a primary diagnosis of autism, 1 student is identified as deaf and blind, and 1 student is identified with a cognitive impairment. All students receive group specialized academic instruction and speech and language services. Additionally, students also receive individual speech and language consultation services.]

Contextual Information About the Focus Student

- Age and grade level:

[14, 9th Grade]

- Assets (cultural and/or linguistic) and/or interests related to literacy and language:

[The focus student demonstrates interest in animals and literature, independently searching for 'cats' and books such as Cinderella and The Aristocats on their iPad. This technology and literacy interest directly supports language development, as the focus student uses iPads for



both personal exploration via choice time and academic communication via AAC via TouchChat, positioning their device use as a meaningful and functional literacy tool. The focus student also demonstrates an interest in art, intentionally engaging with artworks during community outings and independently drawing complex shapes in the classroom. This visual and artistic strength supports the focus student's engagement with icon-supported materials, as the icons connect to the same visual language found on their AAC device, reinforcing the connection between printed text and symbolic representation. The focus student is of Latin American descent and is primarily spoken to in Spanish at home and English at school. Their AAC device is programmed in English, reflecting the focus student's developing bilingual context.]

- **If your FS is a district-/school-identified English learner, Fluent English Proficient (reclassified English learner), a Heritage language speaker, and/or multilingual, describe the student's literacy knowledge and skills in their primary language(s):**

[The focus student is developing English language proficiency at CALPS Level 1 Beginning in listening and written language. The student demonstrates strong ability using TouchChat AAC with English vocabulary and SymbolStix symbols for communication. The student's primary language support is addressed through English instruction (IEP indicates N/A for primary language support). Literacy skills are developing through English instruction with AAC support, building foundational skills through technology-enhanced, multimodal learning.]

- **Literacy knowledge, skills, and abilities:**

[The focus student regularly writes their name and daily schedule, demonstrating emerging writing skills and ability to use writing for organization and self-expression. The student utilizes the AAC device's word completion feature to support spelling and has been observed correcting staff spelling mistakes independently, demonstrating phonemic awareness and ability to identify and complete initial sounds in words. This highlights understanding of phonics, specifically sound-symbol relationships that allow them to decode and produce words independently. By applying phonemic awareness and phonics skills, the student is developing foundations for more complex reading and writing tasks. These abilities, combined with use of digital tools, demonstrate growing literacy competencies and capacity for self-directed learning.]

- **Special education eligibility and the impact on the FS's literacy knowledge, skills, and/or abilities:**

[The focus student is eligible for special education with a primary diagnosis of Autism and secondary Speech/Language Impairment. These impact abilities in written, receptive, and expressive language. A 30-second wait time is provided between prompts, allowing processing time. Visual cues are followed by verbal prompts to support access and independent engagement with learning tasks. These strategies support the student in building literacy skills and making meaningful progress.

The student is developing independent AAC use and vocabulary processing through explicit modeling and systematic instruction. Their speech and language impairment affects expressive communication, making AAC their primary method of demonstrating literacy knowledge including word recognition, print awareness, and text comprehension. The provided supports directly address these needs by reducing processing demands, providing visual scaffolding, and allowing unlimited response time.]



- **If your FS is an English learner**, learning needs related to the FS's English language development (see SB 210 for Deaf and Hard of Hearing students):

[The focus student is developing English language proficiency at CALPS Level 1 Beginning in listening and written language. The student benefits from instructional approaches building on strengths in visual learning and technology use. IEP-specified English language development supports include: slow, clear oral instruction allowing processing at a supportive pace; active, hands-on learning providing meaningful vocabulary development contexts; and multisensory experiences integrating strong visual processing with auditory and kinesthetic input. The student receives English language development through structured English immersion with individualized support. The student's assets as both a proficient technology user and emerging English learner enable AAC-based language instruction, building English vocabulary and language structures through the communication device.]

- IEP goal(s) related to the foundational reading skills, additional themes, and/or ELD that will be addressed in the learning segment:

[The focus student's IEP goals support foundational reading skills, additional themes, and ELD standards across this learning segment. The communication goal of responding to written questions with word/phrase/sentence at 80% accuracy aligns with ELD standards Part I.C.9, I.C.12, and I.C.10 and is addressed through answering comprehension questions about conflicts, consequences, and compromise using AAC, progressing from single-word to two-word messages across lessons. The writing goal of typing different items with 70% accuracy in four of five trials supports word recognition and encoding by locating and typing academic vocabulary on AAC when not pre-programmed, building letter-sound correspondence with content vocabulary. Both goals facilitate access to grade-level informational text through interpretive, parallel, and productive communication modes, enabling the focus student to demonstrate comprehension through their primary communication method. Progress is monitored using the DII scale (0-5), with expected progression from scores of 2-3 at baseline to 4-5 with practice, informing decisions about prompt fading, message complexity, and grouping configurations.]

- Additional supports reflected in the FS's IEP that may support their progress toward the ELA/Literacy and ELD learning goals (e.g., behavior plan, functional limitations of movement, orthopedic impairments, medical condition current services, assistive technology, and/or augmentative and alternative communication [AAC]¹):

[To support English language development at CALPS Level 1 (Beginning), instruction leverages visual processing skills and technology interest by pairing slow, clear oral instruction with SymbolStix visuals. The focus student uses iPad TouchChat to demonstrate comprehension and construct messages. The student receives a 30-second wait time minimum. Staff utilize a hierarchy of prompts (least-to-most), tracked via DII formula to monitor support fading and foster independence. Multisensory activities (device navigation, book handling) provide concrete language acquisition contexts, aligning ELD supports with AAC communication.]

¹ Augmentative and alternative communication (AAC) includes low-, mid-, or high-tech or a combination.



Extensive Support Needs

Step 1: Plan—Part B: Learning Segment Template

Directions: Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may provide up to 6 pages per lesson. For more information, see pages 11–15 of the Literacy Performance Assessment Guide.

Across the 3–5 literacy lessons:

Scope and Sequence	
Explain how your 3–5 lessons fit into the larger scope and sequence of the unit (systematic instruction).	[This three-lesson unit on "Conflicts and Change" builds systematically to support AAC-dependent learners in accessing grade-level content. Lessons progress from single-word to two-word message construction, with decreasing prompts to support independence. All three lessons leverage the students' visual processing strengths and AAC navigation skills while integrating literacy standards (word recognition, print awareness, encoding) with AAC communication goals.]
Summarize how your 3–5 lessons apply findings from previous literacy assessments. ¹	[IEP analysis shows strength in symbolic recognition and visual processing. I use a DII (Degree of Independence Index) scale (0=hand-over-hand through 5=independent) to track progression. Baseline DII scores of 2–3 are expected to advance to 4–5 across lessons. Lessons incorporate SymbolStix symbols matched to AAC devices and guided reading routines to support visual learners. By building on these demonstrated strengths, I will support the students in directing their cognitive resources toward demonstrating content understanding through their AAC devices, rather than struggling with access barriers.]
Identify the selected foundational reading skill(s) ² the student(s) will learn and/or apply within a lesson and/or across your lesson activities.	[Across the lessons, students develop: (1) Word Recognition: locating AAC symbols matching printed words, with independence increasing across lessons; (2) Print Awareness: identifying target words across contexts; (3) Encoding: using the AAC search and typing functions to spell unfamiliar vocabulary; (4) Print Concepts: understanding that words carry meaning and appear in predictable patterns in both text and AAC devices. Lesson Progression: Lesson 1 establishes single-word recognition (DII 2–3 baseline); Lesson 2 expands to two-word messages while maintaining print awareness; Lesson 3 reinforces both while fading prompts to maximize independence.]

¹ Recent observations, assessments (e.g., screenings; formative, summative, state testing), literacy and/or language profiles, student work samples, IEP information, and/or information provided by your cooperating teacher, supervising faculty, service providers, and/or families/guardians

² Foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.



Scope and Sequence	
If you are providing supplemental support for the student(s) for the selected foundational reading skill(s), explain why these skills are needed.	[The students bring strengths in visual processing and pattern recognition. They use AAC devices as their primary expressive communication method. I adapted foundational reading instruction to integrate AAC usage, honoring the students' communication assets while building literacy skills. When students locate words on their AAC devices, it strengthens device fluency; pointing to printed text develops print awareness and symbol-text connections; typing unfamiliar words supports spelling and letter-sound development. The focus student uses an iPad with TouchChat; instruction leverages this tool to build skills while maintaining age-appropriate engagement.]
Identify the selected additional theme(s) ³ from the ELA/ELD Framework you plan to teach within a lesson and/or across your lesson activities.	[I selected three additional themes that build directly on the foundational reading skills instruction. Meaning making builds on word recognition: the focus student will locate vocabulary on their AAC device (foundational skill) and use this vocabulary to answer comprehension questions about conflict, consequence, and compromise (additional theme). This integration allows the focus student to demonstrate understanding of complex concepts through accessible means. Language development builds on encoding: the focus student applies letter-sound knowledge to type unfamiliar vocabulary (foundational skill), which expands the focus student's expressive capabilities from single-word to two-word messages (additional theme). Effective expression builds on print awareness: the focus student references printed text to locate evidence (foundational skill), then constructs AAC messages based on the textual evidence to communicate their understanding (additional theme). This integrated approach ensures that foundational skills are not isolated tasks but rather the building blocks that enable the focus student to engage meaningfully with grade-level content through their primary communication method. For example, during Lesson 1, the focus student will first locate the word 'conflict' on their AAC device and in the printed text (foundational skill: word recognition), then use that word to answer a multiple-choice question about the story (meaning making: demonstrating comprehension).]
Explain how your lessons align with one another to create a progression of learning.	[I adapted the three lessons to follow a systematic progression integrating literacy content and AAC skill development. In Lesson 1, I will establish conflict vocabulary. The students will use the AAC search and type functions to access fringe vocabulary not pre-programmed in their devices. The students will demonstrate print awareness by locating words in the printed text with graduated support. In Lesson 2, I will expand instruction to two-word message construction while supporting the students in categorizing Columbian Exchange consequences as positive or negative. The students will practice combining words on their AAC devices and continue locating words in both their devices and the printed text. In Lesson 3, I will

³ Additional themes: meaning making, effective expression, language development, content knowledge



Scope and Sequence	
	reinforce compromise concepts while maintaining two-word message expectations and intentionally reducing prompts to increase the students' independent AAC use. The students will apply skills from previous lessons, demonstrating growth in both device navigation and print awareness. Prompt fading in Lesson 3 is contingent on DII scores reaching 4–5 in Lesson 2; if not, Lesson 3 will maintain current prompt levels and extend the 'we do' phase before attempting independent performance.]

Lesson 1

Grade Level:

[High school 9-12, ESN]

Lesson Topic:

[Introduction to conflicts with focus on AAC vocabulary and device navigation]

Strands/Standards and Learning Goals	
Age-/Grade-level CA ELA/Literacy strand(s)/standard(s) ⁴	[RL.11-12.10: By the end of 12th grade, read and comprehend literature, including stories, dramas, and poems at the end of the grade 11-CCR text complexity independently]
If the student(s) is in an ATP , you should use the CA CCSS ELA/Literacy Standards.	[Core Content Connector 1112.HD.a1 for grades 11-12, or 910.HD.a1 for grades 9-10, requires students to determine the central idea or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text. Core Content Connector 1112.RL.a1, or 910.RL.a1, requires students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]
If the student(s) is eligible for the California Alternate Assessments (CAA) for ELA/Literacy , you may use the Core Content Connectors (CCCs) aligned with the grade level of the student(s) in order to plan your lesson.	[Core Content Connector 1112.RL.a1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]
ELA/Literacy learning goal(s)	[The students will identify the central conflicts in text by using their AAC devices to locate and select single-word terms

⁴ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#).



Strands/Standards and Learning Goals	
	describing what characters in the story want and why they disagree.]
Age-/Grade-level CA ELD strand(s)/standard(s) ⁵	[Part I: Interacting in Meaningful Ways, B. Interpretive, 5. Listening Actively for Grades 11-12 requires demonstrating active listening by asking and answering detailed questions. Part I: Interacting in Meaningful Ways, C. Productive, 9. Expressing Information and Ideas requires students to express information and ideas in oral presentations through various communication modes including AAC.]
ELD learning goal(s)	[The students will demonstrate active listening by answering at least three questions about the conflict using newly acquired vocabulary on their AAC devices with increasing independence.]

Lesson Activities and Delivery	
Describe how you plan to leverage the student's(s') assets (cultural and/or linguistic) and/or interests during the lesson.	[During Lesson 1, I will leverage the students' demonstrated strength in visual processing by providing icon-supported materials that connect to familiar symbols students already use in daily routines such as matching SymbolStix to food items during snack choice. This connection between functional and academic symbol use supports students in accessing grade-level literacy content through a familiar modality. I will also leverage students' pattern recognition skills by using a consistent lesson structure with repeated story formats, allowing students to draw on their familiarity with predictable routines to engage with new academic vocabulary. For the two students who use AAC devices, I will honor their use of AAC as their primary linguistic tool by systematically guiding them to locate and generate key vocabulary using their devices, building on their demonstrated navigation skills. When vocabulary is not pre-programmed, these students will apply their emerging encoding skills by typing the term. For all students, I will leverage their preference for familiar writing tools such as pens, markers, and daubers as their preferred medium for demonstrating understanding during the multiple choice activity, honoring each student's individual communication strengths.]
Summarize the lesson activity(ies).	[In this lesson, the students will build familiarity with single-word AAC responses to demonstrate reading comprehension.

⁵ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#). If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.



Lesson Activities and Delivery	
	<p>I will introduce key vocabulary with matching SymbolStix symbols, model using the find-word feature, and guide the students to locate words independently. For unprogrammed words, the students with typing goals will use phonological awareness to type vocabulary, building letter-sound correspondence. Throughout shared reading, the students will locate and select vocabulary on their devices to answer comprehension questions, demonstrating both AAC navigation and text understanding.]</p>
<p>Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s).</p>	<p>[Using an “I do, we do, you do” gradual release model, I will provide direct and explicit instruction in word recognition. I adapted the lesson to use direct and explicit instruction to teach recognition of meaningful words in text by pairing printed words with AAC symbols. I will begin by stating the learning objective aloud and posting it visually with SymbolStix support. I will model locating vocabulary using think-aloud by matching content between the printed text and multiple-choice questions, then guide the students until they demonstrate independence, following the 'I do, we do, you do' sequence. This modeling will make the navigation process clear and show the connection between the printed word, the spoken word, and the AAC symbol. The students will then practice identifying target words on their AAC devices and in the printed text. I will provide clear directions, such as "Find the word happy in the printed text and on your AAC device." When the students point to or select a word, I will provide immediate feedback to reinforce accuracy. I will also teach the students to leverage their emerging encoding skills when a word is not pre-programmed on their AAC devices. I will teach the students to first attempt to locate the word using the search function, and when it's not present, they will have the opportunity to demonstrate their letter-sound knowledge through typing the word. This typing opportunity, aligned with the focus student's IEP writing goal (70% accuracy typing different items), allows the focus student to showcase encoding skills while building phonological awareness and spelling patterns with academic vocabulary. Guided practice will continue as I call out words and the students locate them on their AAC devices and in the printed text. I will follow a least-to-most prompting hierarchy, providing increased support only as needed. I will model the response on the AAC device first so that the students learn the language needed to express their understanding of the story. Throughout the lesson, I will draw focus to high-frequency words that appear both in the text and on the students' AAC devices. The students will locate the vocabulary in both print and symbol</p>



Lesson Activities and Delivery	
	<p>form to demonstrate that written words carry meaning and can be used to communicate about the story. This direct and explicit instruction in word recognition (foundational skill) will enable the focus student to engage in meaning making (additional theme). The students will use their AAC systems to access vocabulary such as 'conflict' and 'disagree' so they can communicate their understanding of the characters' motivations and actions. By teaching word recognition through systematic AAC navigation, I will create the foundation for the students to demonstrate text comprehension through their primary communication method. The foundational skill of word recognition thus directly leads to effective expression, as the students communicate their understanding by accurately selecting vocabulary that answers questions about the central conflict.]</p>
<p>Summarize formative assessment(s).</p>	<p>[I adapted formative assessments to inform me of the students independence in achieving the learning tasks. This provides multiple demonstration modes to honor the students' communication strengths: typing (encoding), pointing to printed text (word location), and AAC message construction (vocabulary selection). These modes will allow the students to showcase their current performance levels through their primary communication method while building literacy skills. I will collect detailed DII data on the focus student while all students participate. I will monitor vocabulary familiarity (baseline check), independence levels during word location (DII 0–5), and comprehension accuracy. I will document whether errors indicate vocabulary gaps or AAC navigation difficulty. If the focus student misselects, I reread text, remodel on AAC, and prompt again.]</p>
<p>Describe how you plan to use integrated English language development (ELD).</p>	<p>[To support listening and understanding (Part I.B.5), the students will listen to me read aloud while seeing words in print and on their AAC devices. They will focus on identifying single target words. I will guide the students to locate the same words in the printed text to support print awareness while they listen to the story. To support expressing ideas (Part I.C.9), the students will select or type words on their AAC devices to answer questions about the text. After a student responds, I will expand on their message by modeling an additional word on the AAC device and inviting the student to add to or clarify their response. This supports language development by helping the students move from single-word responses to multi-word messages that communicate their understanding of the story.]</p>



Lesson Activities and Delivery	
<p>Explain how you plan to collaborate with and/or facilitate instructional support personnel.</p>	<p>[In Lesson 1, a whole-class lesson, the paraprofessionals will provide scaffolding support and monitor engagement for their cluster of students during the read-aloud. Prior to the lesson, I will train the paraprofessionals on the least-to-most prompting hierarchy and how to document observations of student engagement. The paraprofessionals will recognize when the students are successfully locating vocabulary on their AAC devices or in the printed text and when additional support is needed. While I lead the whole-class instruction and model AAC device navigation for the focus student, the paraprofessionals will provide individualized prompts to their group of students as needed. After the lesson, we will review observations on student performance, noting baseline familiarity with conflict vocabulary and ability to participate in whole-class literacy activities. For the focus student, we will note their familiarity with using TouchChat, their AAC application. This data will inform the small-group instruction approach for Lesson 2.]</p>
<p>Describe how you plan to use adaptations to address the student's(s') learning needs, including the learning needs of the focus student, based on their assets (cultural and/or linguistic) and/or interests.</p>	<p>[Content Presentation: SymbolStix paired with printed words (supporting the focus student's IEP-identified visual processing strength); one multiple-choice question per page to reduce cognitive load; questions embedded during reading for in-context response. Student Demonstration: AAC word location or typing unfamiliar vocabulary (aligned to the focus student's IEP writing goal at 70% typing accuracy); pointing to printed text. Supports: gestural/verbal prompts using least-to-most hierarchy, systematic wait time of 30 seconds minimum per the focus student's processing needs, immediate feedback (e.g., "You located the answer in the book!".)]</p>

Lesson 2

Grade Level:

[High school 9-12, ESN]

Lesson Topic:

[Historical Consequences with AAC Message Expansion]

Strands/Standards and Learning Goals	
<p>Age-/Grade-level CA ELA/Literacy strand(s)/standard(s)⁶</p>	<p>[RL.11-12.10 (or RL.9-10.10, depending on students' assigned grade levels) requires reading and comprehending literature at the text complexity band.]</p>

⁶ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#).



Strands/Standards and Learning Goals	
<p>If the student(s) is in an ATP, you should use the CA CCSS ELA/Literacy Standards.</p>	<p>[Core Content Connector 1112.HD.a1 for grades 11-12, or 910.HD.a1 for grades 9-10, requires students to determine the central idea or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text. Core Content Connector 1112.RL.a1, or 910.RL.a1, requires students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]</p>
<p>If the student(s) is eligible for the California Alternate Assessments (CAA) for ELA/Literacy, you may use the Core Content Connectors (CCCs) aligned with the grade level of the student(s) in order to plan your lesson.</p>	<p>[1112.HD.a1 (or 910.HD.a1, depending on students' assigned grade levels) requires determining the central idea and providing a summary of how key events develop. 1112.HD.e1 (or 910.HD.e1) requires integrating information from diverse sources into coherent understanding.]</p>
<p>ELA/Literacy learning goal(s)</p>	<p>[The focus student will identify consequences of the Columbian Exchange using their AAC device to select or construct two-word messages.]</p>
<p>Age-/Grade-level CA ELD strand(s)/standard(s)⁷</p>	<p>[Part I: Interacting in Meaningful Ways, B. Interpretive, 6. Reading closely requires explaining ideas, phenomena, and processes based on close reading. Part I: Interacting in Meaningful Ways, C. Productive, 12. Selecting language resources requires using grade-appropriate sentence lengths with increasingly complex structure.]</p>
<p>ELD learning goal(s)</p>	<p>[The focus student will answer cause-effect relationship questions about the Columbian Exchange by using their AAC device, constructing messages of two or more words utilizing academic vocabulary.]</p>

Lesson Activities and Delivery	
<p>Describe how you plan to leverage the student's(s') assets (cultural and/or linguistic) and/or interests during the lesson.</p>	<p>[Lesson 2 builds on the focus student's demonstrated visual processing strengths and pattern recognition skills from Lesson 1, where they practiced locating Chapter 1 vocabulary and pointing to target words in the printed text. I will introduce Chapter 2 vocabulary within the page, allowing the focus student to draw on their spatial memory to predict vocabulary locations on both their AAC device and in the printed text.</p>

⁷ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#). If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.



Lesson Activities and Delivery	
	<p>This builds on the focus student's growing confidence with AAC navigation from Lesson 1, positioning them to take on the added complexity of two-word message construction. The focus student's interest in independently searching for cats and books like <i>The Aristocats</i> using the keyboard on their iPad is honored by incorporating keyboard typing as a strategy for locating and constructing vocabulary on their AAC device, connecting their personal technology use to academic literacy tasks. The Columbian Exchange content connects broadly to the focus student's Latin American heritage through concepts such as trade and historical consequences that shaped the Americas, providing a culturally relevant context for engaging with new academic vocabulary and supporting the focus student's progress toward the ELD goal of constructing two-word messages using newly acquired vocabulary.]</p>
Summarize the lesson activity(ies).	<p>[This lesson builds onto the focus student's proficiency with constructing messages on their AAC device while demonstrating comprehension of cause-effect relationships in the Columbian Exchange. The focus student will respond to multiple-choice questions that require selecting or constructing two-word combinations (e.g., 'positive consequence,' 'negative consequence') to categorize historical impacts. The lesson begins with explicit introduction of key vocabulary (consequence, positive, negative, change, trade) using SymbolStix icons that match the focus student's AAC device symbols if applicable. I will pre-teach these words using the 'I do, we do' sequence before the comprehension questions. I will model selecting two words in sequence: 'First I'll find positive. Now I'll find 'consequence.' I've made a two-word message: positive consequence.' I will demonstrate this with 2-3 examples, each time pointing to both words on the AAC device and locating the same words in the printed text to reinforce print awareness. During the reading of Chapter 2, I will pause at predetermined points to ask multiple-choice comprehension questions. Each question will have 3 answer choices displayed on individual pages with both printed words and SymbolStix symbols. For example: 'What type of consequence is this? A) Positive consequence B) Negative consequence C) No consequence.' The focus student will construct the answer using their AAC device or point to the answer. I will document: (1) DII level needed for vocabulary location, (2) accuracy of two-word construction, (3) whether the student references the printed text for evidence, and (4) time to response.]</p>



Lesson Activities and Delivery	
Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s).	[I will use direct and explicit instruction to teach recognition of meaningful words in text by pairing printed words with AAC symbols while building two-word combinations. I will begin by clearly stating the learning objective aloud. I will explicitly model how to locate vocabulary using the students' AAC devices, then guide them until they demonstrate independence, using the "I do, we do, you do" methodology. The students will then practice identifying target words on their AAC devices and in the printed text. I will provide clear directions, such as "Find the word consequence in the book and on your AAC device." When the students point to or select a word, I will provide immediate feedback. Students will also learn how to problem-solve when a word is not available on their AAC. Students are taught to first attempt to locate the word, and if not present, they will use the typing feature if they have a typing goal. The new skill in this lesson is combining two words together. I will model this explicitly: "Watch me make a two-word message. First I will find positive. Then I will find consequence. Now I have positive consequence together." I will demonstrate multiple examples, always connecting back to the printed text by pointing out both words in the printed text. Guided practice will continue as I call out words and the students locate them on their AAC devices and in the printed text. Throughout the lesson, I will encourage the students to practice locating words across formats. This direct and explicit instruction in encoding (foundational skill) enables the focus student to engage in language development (additional theme). When unfamiliar vocabulary like 'consequence' is not pre-programmed in the AAC system, the focus student has the opportunity to apply letter-sound knowledge to type the word, demonstrating emerging encoding skills. By teaching encoding through the AAC typing feature, I support the focus student's language development as they expand from single-word to two-word message construction. The foundational skill of encoding thus directly leads to effective expression, as the focus student creates messages like 'positive consequence' using both pre-programmed vocabulary and independently typed words, expressing increasingly complex ideas about cause-effect relationships.]
Summarize formative assessment(s).	[During the lesson, I will observe the focus student as they practice finding words on their AAC device and in the printed text. I will note whether the focus student locates words independently, with a hint or gesture, or needs to type the word. I will also note whether the focus student was able to identify the word both in print and on their AAC device.



Lesson Activities and Delivery	
	<p>Comprehension is monitored during intentional read-aloud stop points. I will ask questions that the students answer using words on their devices and by pointing to words in the printed text as needed. A key focus of this lesson is observing the students' ability to combine two words together. I will document the focus student's success in accomplishing their learning goal by noting whether they construct messages independently, with verbal prompting, or with gestural support. I will use least-to-most prompting to honor the focus student's autonomy. This approach prioritizes the focus student's emerging independence while ensuring successful engagement with the two-word message construction task. I will also observe whether the students can locate both words from their two-word message in the printed text. For the focus student, I will collect detailed data using the DII formula, including time taken to construct two-word messages, number and type of prompts needed (scored 0-5 based on support level), accuracy of word selection, and whether the focus student demonstrated print awareness by locating message words in the printed text. I expect the focus student's DII scores to progress from 2-3 (requiring gestural or verbal prompts) at the introduction of two-word combinations toward scores of 4-5 (requiring only visual cues or demonstrating independence) with practice. If DII scores do not reach at least 3 by the end of Lesson 2, I will restructure Lesson 3 to include additional 'I do / we do' repetitions before moving to the 'you do' phase, rather than proceeding directly to prompt-fading as currently planned.]</p>
<p>Describe how you plan to use integrated English language development (ELD).</p>	<p>[To support listening and understanding (Part I.B.6), the focus student will listen to me read aloud while seeing words in print and on their AAC devices. The focus will focus on identifying target words and understanding cause-effect relationships. The focus student will locate relevant words in the text as well as on their AAC devices. I will encourage the focus student to find the same words in the printed text, reinforcing print awareness while practicing active listening. To support expressing ideas (Part I.C.12), the students will independently select or type words on their AAC devices to answer questions, now working to combine two words together. For example, they may construct "positive consequence" or "negative consequence" to demonstrate understanding. The lesson builds on Lesson 1's single-word responses by introducing two-word combinations. The students will learn that they can express more complex ideas by putting words together on their AAC devices, just as words appear together in the printed text they are reading.]</p>



Lesson Activities and Delivery	
<p>Explain how you plan to collaborate with and/or facilitate instructional support personnel.</p>	<p>[During Lesson 2, a one-on-one lesson with the focus student, I will provide intensive, individualized instruction in two-word message construction while answering multiple-choice comprehension questions about the Columbian Exchange. This configuration allows me to provide immediate, specific feedback and collect detailed DII data on each comprehension question and vocabulary navigation attempt without managing other students simultaneously. I will demonstrate how to support two-word message construction by modeling minimal scaffolding, asking "What's next?" rather than immediately pointing to the second word, allowing the focus student processing time to independently navigate their device. The paraprofessional will observe this interaction and practice shadowing my prompting technique so they can replicate it independently during future sessions. Additionally, I will collect DII observations of the focus student's navigation strategies, accuracy, and independence level. The smaller group size allows for more intensive data collection using the DII formula, documenting the specific prompting level required for each vocabulary word and two-word combination attempt. After the lesson, we review the DII data showing the focus student's progression from Lesson 1's baseline performance, identifying which vocabulary words the student now locates independently and which still require support. This analysis guides the approach for Lesson 3's one-on-one intensive instruction]</p>
<p>Describe how you plan to use adaptations to address the student's(s') learning needs, including the learning needs of the focus student, based on their assets (cultural and/or linguistic) and/or interests.</p>	<p>[I will present content visually and in print, pairing SymbolStix symbols with printed words. Multiple-choice questions appear on individual pages to reduce visual clutter, and the focus student will answer questions during reading to support in-context learning. The focus student will demonstrate learning through multiple modalities: locating words on their AAC devices, typing unavailable vocabulary, and pointing to words in the printed text. I will use gestural or verbal prompts as needed and provide systematic wait time for processing. To scaffold two-word message construction, I will use visual supports (two connected boxes) and model multiple examples before expecting independent performance. When the focus student successfully combines words, I will provide specific feedback: "You put two words together! You said positive consequence. Let's find both those words in the book."]</p>

Lesson 3

Grade Level:



[High school 9-12, ESN]

Lesson Topic:

[Resolving Conflicts Through Compromise with Independent AAC Use]

Strands/Standards and Learning Goals	
Age-/Grade-level CA ELA/Literacy strand(s)/standard(s) ⁸	[RL.11-12.10 (or RL.9-10.10, depending on students' assigned grade levels) requires reading and comprehending literature at the text complexity band.]
If the student(s) is in an ATP , you should use the CA CCSS ELA/Literacy Standards.	[Core Content Connector 1112.RL.a1 or 910.RL.a1 requires students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Core Content Connector 1112.HD.a1 or 910.HD.a1 requires students to determine the central idea or information and provide an accurate summary of how key events or ideas develop over the course of the text.]
If the student(s) is eligible for the California Alternate Assessments (CAA) for ELA/Literacy , you may use the Core Content Connectors (CCCs) aligned with the grade level of the student(s) in order to plan your lesson.	[1112.RL.a1 or 910.RL.a1 requires citing strong textual evidence to support analysis of what the text says explicitly and inferences. 1112.HD.a1 or 910.HD.a1 requires determining the central idea and providing summary of key event development.]
ELA/Literacy learning goal(s)	[The students will identify compromise as a conflict resolution strategy by using their AAC devices to construct two-word or longer messages citing information from the World War I example.]
Age-/Grade-level CA ELD strand(s)/standard(s) ⁹	[Part I: Interacting in Meaningful Ways, A. Collaborative, 1. Exchanging information requires contributing to discussions by following turn-taking rules, asking questions, and adding relevant information. Part I: Interacting in Meaningful Ways, C. Productive, 10. Writing requires using appropriate text organization and growing understanding of register.]
ELD learning goal(s)	[The students will use their AAC devices to participate in discussion about compromise by constructing messages of

⁸ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#).

⁹ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#). **If the students are eligible for the California Alternate Assessments (CAA) for ELA/Literacy**, you may use the [Core Content Connectors \(CCCs\)](#) aligned with the grade level of the students in order to plan your lesson.



Strands/Standards and Learning Goals	
	two or more words and responding to prompts, demonstrating increased independent device use compared to previous lessons.]

Lesson Activities and Delivery	
Describe how you plan to leverage the student's(s') assets (cultural and/or linguistic) and/or interests during the lesson.	[Lesson 3 builds on the focus student's demonstrated visual processing strengths, pattern recognition skills, and growing AAC navigation confidence developed across Lessons 1 and 2, where they progressed from locating single words to constructing two-word messages. I will introduce compromise vocabulary while intentionally fading prompts to promote independence, building on the focus student's anticipated familiarity with the lesson routine and spatial memory for locating vocabulary on both their AAC device and in the printed text. The focus student's interest in independently using the keyboard on their iPad to search for cats and books like <i>The Aristocats</i> is honored by continuing to incorporate keyboard typing as a strategy for locating and constructing vocabulary on their AAC device, connecting their personal technology use to academic literacy tasks. The World War I content connects broadly to the focus student's developing understanding of historical conflicts, building on the cultural and historical context introduced through the Columbian Exchange in Lesson 2 and supporting the focus student's progress toward the ELD goal of constructing two-word or longer messages using newly acquired vocabulary with increasing independence.]
Summarize the lesson activity(ies).	[This lesson focuses on understanding compromise as conflict resolution while continuing two-word or longer AAC messages and print awareness. The goal is for the students to recognize how conflicts can be resolved and to use their AAC devices to demonstrate understanding. The lesson begins with my introduction of key words (agree, compromise, conflict, war, together) paired with SymbolStix symbols matching their AAC devices. I will use the find-word feature to help guide the students in locating the word. For words not programmed, the students with typing goals will type the word. Throughout the lesson, I will model AAC usage and print awareness. During the shared reading of Chapter 3, the students will answer questions about World War I and the compromise that ended the war using a multiple-choice format with SymbolStix symbols. The students will practice constructing two-word messages to answer comprehension questions like "What ended the war?" The students might respond "compromise" or expand to "war ended" or



Lesson Activities and Delivery	
	<p>"countries agreed." I will encourage two or more words when possible but accept single-word responses as the students continue to develop this skill. After reading sections, the students will discuss how compromise works. The students will use their AAC devices to respond to prompts about what compromise means and how it can solve conflicts. Throughout these discussions, the students will be prompted to locate key vocabulary in the printed text. The focus student will work with initial teacher support, then transition to more independent work as the lesson progresses. I will collect data on vocabulary location, two-word or longer message construction, page navigation, independent search or typing feature use, and print awareness.]</p>
<p>Describe how you plan to use a direct and explicit approach for teaching the selected foundational reading skill(s).</p>	<p>[I will use direct and explicit instruction to teach vocabulary recognition using both printed text and AAC devices while continuing to build two-word message construction skills. I will begin by clearly stating the learning objective aloud and posting it visually. I will explicitly model how to locate vocabulary using the students' AAC devices, then guide them until they demonstrate independence, using the "I do, we do, you do" methodology. The students will then practice identifying target words on their AAC devices and in the printed text. I will provide clear directions, such as "Find the word compromise in the book and on your AAC device." When the students point to or select a word, I will provide immediate feedback. The students will also learn how to problem-solve when a word is not available on their AAC devices. I will teach the students to first attempt to locate the word, and if it is not present, they will use the typing feature if they have a typing goal. This lesson continues the focus on combining two words together that was introduced in Lesson 2. I will model: "Watch me make a two-word message about compromise. First I will find war. Then I will find "ended." Now I have war ended together." I will demonstrate multiple examples, always connecting back to the printed text by pointing out both words in the book. During the read-aloud, I will first model how I communicate about the text by selecting the target vocabulary on an AAC device while also pointing to the printed word in the printed text. After modeling, I will invite the students to locate the same word on their own AAC systems and in the printed text. Throughout the lesson, I will draw focus to high-frequency words that appear in Chapter 3. The students will practice locating these words across formats. This direct and explicit instruction in print awareness (foundational skill) enables the focus student to engage in meaning making (additional</p>



Lesson Activities and Delivery	
	<p>theme). The focus student locates target words in the printed text to verify their AAC responses and cite textual evidence for their understanding of compromise as a conflict resolution strategy. By teaching print awareness through systematic prompting to reference the printed text during message construction, I will support the focus student in grounding their expressed ideas in the text. The foundational skill of print awareness thus directly leads to content knowledge, as the focus student demonstrates understanding of the World War I example by locating evidence in the text and constructing messages like 'war ended' or 'countries agreed' that accurately reflect the historical content.]</p>
Summarize formative and/or summative assessment(s).	<p>[I will use formative assessment ongoing throughout the lesson, focusing on the students' ability to locate and use target vocabulary words on their AAC devices and in the printed text, as well as their continued development of two-word message construction. Before introducing each word, I will check the students' baseline familiarity. During the lesson, I will observe the focus student as they practice finding words on their AAC device and in the printed text. I will note whether the focus student locates words independently, with a hint or gesture, or needs to type the word. I will also note whether the focus student was able to identify the word both in print and on their AAC device. Comprehension is monitored during intentional read-aloud stop points. I will ask questions that the students answer using words on their devices and by pointing to words in the printed text as needed. For the focus student, I will document each multiple-choice question response using the DII scale. I will track: (1) What level of prompting was needed to locate the first word? (2) Did the student independently sequence the second word, or did they need prompting? (3) Was the answer accurate? (4) Did the student reference the text before answering? I will analyze patterns across the 8-10 questions: Is the student more independent with familiar vocabulary? Does accuracy increase when they reference the text? This analysis will determine whether Lesson 3 should focus on vocabulary expansion, device navigation fluency, or text-based evidence skills. I will also observe whether the students can locate both words from their two-word message in the printed text. For the focus student, I will collect detailed data including time taken to construct two-word messages, number and type of prompts needed, accuracy of word selection, whether the focus student demonstrated print awareness by locating message words in the printed text, and instances of the focus student independently using the search or typing feature.</p>



Lesson Activities and Delivery	
	<p>I will compare this data to performance in Lessons 1 and 2 to document growth in independence and skill development, using the DII formula to quantify progression from baseline scores of 2-3 toward independence scores of 4-5. For the exit ticket assessment, I will ask the students to use their AAC devices to answer “How can you end a conflict?” The students will construct responses using their devices, and I will document whether the students use single words, two-word combinations, or longer messages, assigning DII scores (0-5) based on the level of prompting required. I will also observe whether the students reference the printed text while constructing responses.]</p>
<p>Describe how you plan to use integrated English language development (ELD).</p>	<p>[To support exchanging information (Part I.A.1), the students will participate in turn-taking during discussion about compromise. I will ask a question, wait for the student to construct a response on their AAC device, then build on that response. For example, I might ask "What is compromise?" and the student responds using their device. I will then follow up with "Can you tell me more?" The students are encouraged to reference the printed text to support their responses, reinforcing print awareness while practicing collaborative communication. To support expressing ideas (Part I.C.10), the students will independently select or type words on their AAC devices to answer questions, working to combine two or more words together when possible. For example, they may construct "war ended," "countries agreed," or "compromise worked" to demonstrate understanding. The students will reference the printed text as needed to connect device words to written language while expressing ideas clearly. The lesson continues to build on the foundation from Lessons 1 and 2, with the students now more familiar with the routine of locating words on their devices and in the printed text, then combining words to create messages that demonstrate their understanding of the content.]</p>
<p>Explain how you plan to collaborate with and/or facilitate instructional support personnel.</p>	<p>[During Lesson 3, a one-on-one lesson, I will instruct the paraprofessional to provide minimal support. I will primarily provide individualized instruction to the focus student. This configuration allows for the most detailed DII data collection as I observe and document every AAC navigation decision, prompting level, error correction attempt, and message construction step without managing other students simultaneously. I will model to the paraprofessional how to implement the hierarchy of prompting, showing how the focus student's independence scores have evolved from Lesson 1's whole-class baseline to Lesson 2's small-group activity to the one-on-one session. The paraprofessional will learn how to</p>



Lesson Activities and Delivery	
	<p>recognize growing independence. For example, the focus student initiating use of the search feature independently or self-correcting word selections. Understanding the focus student's level of independence will inform future instructional support across all grouping configurations. After the lesson, I will analyze the data collected from all three lessons to identify specific vocabulary words the focus student has mastered, skills that are developing, and appropriate next instructional steps for continued AAC development.]</p>
<p>Describe how you plan to use adaptations to address the student's(s') learning needs, including the learning needs of the focus student, based on their assets (cultural and/or linguistic) and/or interests.</p>	<p>[Content is presented visually and in print, pairing SymbolStix symbols with printed words to create consistency across modalities. Multiple-choice questions are presented on individual pages to reduce visual clutter. Questions are answered during reading rather than at the end. Students demonstrate learning using AAC devices by finding words on the device or typing words if not available. Gestural or verbal prompts will support navigation, and systematic wait time will allow the students time for processing. The students will also point to the same words in the printed text to reinforce print awareness and cross-modal understanding. The expectation for two-word or longer messages continues from Lesson 2. Visual supports show two or more boxes connected together, cueing students to combine words. I will model multiple examples before expecting independent performance. Students who successfully combine words receive specific feedback: "You put two words together! You said war ended. Let's find both those words in the book." I will celebrate progress from previous lessons: "In Lesson 1 you were finding single words. Now you're putting words together to tell me about the story. You're also finding more words in your book by yourself."]</p>



Extensive Support Needs

Step 1: Plan—Part C: Written Narrative: Description of Assessments Template

Directions: Type your responses within the brackets following each prompt (up to 5 pages). Do not delete or alter the prompts. For more information, see pages 15–16 of the Literacy Cycle Performance Assessment Guide.

Formative Assessment

- Describe one formative assessment you plan to implement during the learning segment (e.g., checks for understanding, exit ticket, self-assessment).

[This formative assessment description focuses on the focus student. Throughout the lesson I will implement an ongoing formative assessment to systematically track students' performance during literacy instruction. This assessment will be used to monitor students' ability to locate vocabulary words on their AAC device, identify words printed in text, and construct messages progressing from single words in Lesson 1. I will use a formula based on measuring a student's independence called the Degree of Independence Index (DII), where $DII = \frac{\Sigma(\omega_{trial})}{n \times \omega_{max}}$. This formula uses weighted scores to calculate how independent a student is when accomplishing a task. Weighted scores are summed across all literacy tasks and divided by the maximum possible score to yield a percentage representing functional independence. For example, if a student completes a six-step literacy task with scores of 5, 5, 5, 5, 4, and 1, their earned score would be 25. The maximum possible score would be calculated as the number of steps, which is 6, multiplied by the maximum score for a trial, which is 5, resulting in 30. Dividing the earned score of 25 by the maximum score of 30 yields 0.83, indicating that the student demonstrated 83% independence for that particular literacy task.

The formative assessment uses a weighted scoring hierarchy measuring student independence on a 0-5 scale based on the level of support needed to complete literacy tasks. The scoring hierarchy is defined as follows: A score of 5 indicates full independence where the student initiates and completes correct responses with no additional cues. A score of 4 represents verbal prompting, where the student responds accurately after auditory cues such as direct instruction or phonemic prompts. A score of 3 indicates gestural prompting, where the student responds accurately after directional cues including pointing, glancing, or nodding toward the target behavior or stimulus. A score of 2 represents modeling, where instructors or aides perform the target behavior while the student observes and then replicates the action. A score of 1 indicates partial physical prompting, where the student responds accurately with physical support at a proximal point such as elbow or wrist guidance. A score of 0 represents either full physical prompting where 100% of physical support is supplied by an instructor or aide, or no response where the student does not attempt the task.

Error corrections are tracked separately to provide additional insight into student learning processes and metacognitive development. Self-correction, where students immediately correct their errors without external help, is scored as 4.5, recognizing this as a higher-order skill that demonstrates emerging independence and metacognitive awareness. Corrections made after



verbal prompts receive a score of 2, while corrections following gestural prompts are scored as 1.5. Corrections after partial physical prompts receive a score of 1, and corrections following full physical prompts are scored as 0.5. Hard errors, where students make an error and do not correct it or refuse scaffolding or assistance, are counted as -1. Maladaptive behaviors are considered incomplete trials and are excluded from the DII calculation; instead, these instances are tracked separately as a behavioral frequency metric designed in collaboration with the school behaviorist. Data from the independence formula can supplement behavioral data to identify trends and antecedents to behaviors, providing activity codes and step counts to understand escalations within different instructional contexts and offering insights on how to adjust instruction to better support students both with and without behaviors that impede learning.

This formative assessment tracks specific literacy behaviors across the learning segment. In Lesson 1, I monitor students' ability to locate target vocabulary on their AAC device using search or typing features, identify corresponding words in printed text, construct single-word responses to comprehension questions, navigate between pages, and demonstrate recognition of high-frequency words appearing in both text and devices.

Data is collected during each instructional session through systematic observation and documentation. Before introducing new vocabulary, I check the student's baseline familiarity by asking them to attempt locating the word on their device or in the text without any prompting, providing a quick snapshot of which words students already know and which require direct instruction. During guided practice, I observe and record the level of prompting needed for students to locate words on their AAC and in books, noting whether students locate words independently, require a verbal hint, need a gestural cue, or must type the word if it is not programmed in their AAC device. I track patterns across multiple trials to identify when students are ready for reduced support, ensuring that scaffolding is systematically faded as competence increases. During comprehension checks embedded in the shared reading, I monitor students' ability to answer questions using their AAC devices while noting accuracy, independence level, response time, and whether students reference printed text to support their answers. The weighted scoring system provides clear, objective data about which specific literacy skills students can perform independently and which require continued support, allowing me to make data-driven instructional decisions and systematically fade prompts as students demonstrate increasing competence. This ongoing formative assessment process ensures that instruction remains responsive to student needs and that the progression from Lesson 1 through Lesson 3 appropriately builds student competence in both foundational reading skills and AAC communication fluency.

This assessment directly supports both ELA/Literacy goals (word recognition, print awareness, message construction) and ELD goals (active listening through comprehension questions, expressive communication through AAC device navigation), demonstrating the integrated nature of literacy and language development for AAC users.]

- Describe what you expect the student(s) to know and be able to demonstrate in their responses to the selected formative assessment and how you plan to monitor student understanding of the ELA/Literacy and ELD goals during the learning segment.

[I expect students to demonstrate progressive independence in foundational reading skills and language development aligned with ELA/Literacy and ELD goals. Focusing on Lesson 1, students will locate conflict vocabulary on AAC devices and in text, initially requiring verbal or gestural prompts with scores of 3-4, progressing toward independence with scores of 4-5 as



word locations become familiar through explicit modeling and guided instruction. Students will demonstrate print awareness by pointing to target words in books with decreasing prompts as they connect AAC symbols to printed text. For the ELD goal of active listening, students will answer at least three comprehension questions using newly acquired vocabulary, initially scoring 2-4 when learning to navigate between answering and referencing text, progressing toward higher scores across multiple practice opportunities.

I will monitor progress by collecting DII scores at three points during Lesson 1: when vocabulary is introduced, during guided practice, and during comprehension checks. This three-point data collection reveals which task aspects present challenges and enables targeted instructional adjustments. Baseline scores during vocabulary introduction (expected 2-3) show which words require explicit instruction. Guided practice scores (expected progression from 3 to 4-5) indicate when students are ready for reduced scaffolding. Comprehension check scores (expected 2-4 initially, progressing to 4-5) confirm whether students can integrate vocabulary knowledge to answer questions, demonstrating progress toward the ELA/Literacy goal of citing textual evidence and the ELD goal of active listening and expressing information using AAC devices.]

- **If you chose to use student self-assessment**, explain how the student self-assessment provides opportunities for the student(s) to build an awareness of what they have learned, what they need to learn, and what they need additional support with in relation to making progress toward meeting the ELA/Literacy and ELD goals.

[N/A]

Summative Assessment

- Describe the summative assessment you plan to implement during the final lesson of your learning segment.

[The summative assessment conducted at the conclusion of Lesson 3 will consist of a multiple-choice test combining questions from all three lessons covering the "Conflicts and Change" unit. Each question appears on individual pages to reduce visual clutter and support focused attention. All answer choices include both text and SymbolStix symbols matching students' AAC devices, providing multimodal presentation which reinforces print awareness and word recognition while honoring the principle that literacy and communication development are interconnected for AAC users.

The assessment includes three sections aligned with the lessons. Section 1 contains four to five questions on conflict concepts from Lesson 1, assessing students' ability to identify what conflict means, recognize when characters disagree, and identify what characters want or need.

Section 2 contains four to five questions on the Columbian Exchange from Lesson 2, focusing on identifying consequences and categorizing them as positive or negative to assess cause-effect understanding. Section 3 contains four to five questions on compromise from Lesson 3, requiring students to identify how conflicts are resolved using the World War I example.

Students complete the assessment by using their AAC device to select or type out their answers to demonstrate their literacy and communication skills. Students can respond with single-word or multi-word phrases to demonstrate their comprehension as well as show their communication skill range. Students are encouraged to reference books from the lessons to locate correct responses, reinforcing print awareness skills and ensuring assessment measures comprehension rather than rote memory. This format allows multiple entry points while



maintaining grade-level content expectations aligned with Core Content Connectors for grades 9-12, specifically focusing on citing textual evidence, determining central ideas, and summarizing key event development.]

- What ELA/Literacy and ELD goals are evaluated by the summative assessment (e.g., knowledge, skills, or abilities your student[s] will demonstrate)?

[The summative assessment evaluates the following ELA/Literacy and ELD learning goals. ELA/Literacy goal: Students will cite textual evidence from informational text to support comprehension and central idea identification. ELD goal: Students will demonstrate active listening and express information using AAC devices with increasing language complexity. The assessment measures both discrete literacy skills and integrated communication competence. For reading comprehension aligned with Core Content Connector 1112.RL.a1 or 910.RL.a1, students cite textual evidence by using AAC devices to select vocabulary and answer choices referencing information from Chapters 1-3. Questions require identifying explicit information including characters, events, and resolutions, plus drawing basic inferences about motivations, causes, and consequences. For central idea identification aligned with Core Content Connector 1112.HD.a1 or 910.HD.a1, students determine central ideas by accurately answering questions identifying main concepts across chapters—conflict, consequences, and compromise—distinguishing these from supporting details. For foundational reading skills, students demonstrate word recognition by locating vocabulary on AAC devices and in text, print awareness by using books as reference tools, and encoding skills through accurate or phonetically plausible spelling when typing words. For ELD goals, students demonstrate active listening aligned with Part I.B.5 by accurately answering questions about content presented orally during instruction, and expressing information and ideas aligned with Part I.C.9 by using AAC devices effectively to communicate understanding through appropriate word selection and navigation. Students demonstrating progression from single-word to two-word messages show increasingly complex language structure aligned with Part I.C.12. Most importantly, the assessment evaluates integrated literacy skills as students simultaneously navigate AAC devices, comprehend questions, reference printed text, and construct accurate responses, demonstrating the complex literacy skills necessary for academic success in authentic contexts.]

- What are you planning to collect or observe from each student as an assessment response (e.g., product, process, or performance)?

[I will collect product, process, and performance evidence from each student to assess learning on the ELA/Literacy and ELD goals. Product evidence will include completed assessment documents with recorded student responses across all sections of the assessment. I will document answer accuracy, message length (single words, two-word combinations, or longer messages), vocabulary use, and instances where students independently elaborate beyond required responses. AAC outputs will be captured through screenshots or written records to provide exact documentation of word selections, spelling accuracy, encoding strategies, and device navigation skills. Process evidence will include observations of how students navigate their AAC devices to locate vocabulary, use search or typing features when words are not readily available, reference printed text to verify information, construct and sequence messages, pause to plan responses, and self-correct errors. These observations document students' problem-solving strategies, print awareness, and developing understanding of how language works to convey meaning.



Performance evidence will include a performance criteria checklist and weighted independence scores documenting students' accuracy, response fluency, response time, and level of prompting required for each question. These data allow for comparison with baseline and formative assessment data to document growth in independence and literacy skill development across the learning segment.]

- What evidence will you look for in the student's(s') responses to indicate that the student(s) are progressing toward meeting the ELA/Literacy and ELD goals?

[I will look for evidence indicating progression toward ELA/Literacy and ELD goals. For reading comprehension and textual evidence, I examine response accuracy to questions identifying information from Chapters 1-3 (characters, conflicts, events, resolutions) and inference questions requiring explanation of motivations, causes, and consequences. For central idea identification, I look for response patterns distinguishing main ideas from supporting details and connecting concepts across chapters (linking conflicts to consequences and resolutions), demonstrating informational text structure comprehension. For foundational reading skills, I examine efficient vocabulary location on AAC devices with minimal prompting and word recognition across modalities (questions, AAC systems, printed text). For print awareness, I observe independence in using printed text as reference (pointing to words, verifying answers, locating vocabulary in continuous text). For encoding skills, I look for accurate or phonetically plausible spelling when typing. For ELD goals, I examine accurate responses to orally presented content (active listening) and effective AAC use showing appropriate word selection, navigation, and clear message construction (expressive communication). For increasing language complexity, I look for two-word or multi-word messages, particularly from students who previously used single words. Finally, I examine integrated literacy use: students reading questions, navigating AAC, referencing text, and constructing accurate responses efficiently. Progress is confirmed by comparing summative assessment performance to Lesson 1 baseline data, with increased independence and reduced prompting as the strongest indicators.]



Extensive Support Needs

Step 2: Teach and Assess—Part F: Commentary Template

Directions: Type your responses within the brackets following each prompt that relates to each video clip that you will submit (up to 8 pages). You must address each prompt at least once across all the video(s) submitted. Do not delete or alter the prompts. For more information, see pages 24–25 of the Literacy Cycle Performance Assessment Guide.

In the commentary for your video clip(s), address the following prompts:

- What direct and explicit approach did you use to teach the selected foundational reading skill(s), actively engage the student(s), and support their progress toward meeting the ELA/Literacy and ELD goals? Why did the selected approach support the literacy and language development of your student(s)?
- Describe the selected additional theme(s) you are teaching in the video clip(s). Explain why the selected theme(s) actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals.
- Describe the integrated ELD you used in your video clip(s). Explain why this instruction supported the student(s) in progressing toward meeting the ELA/Literacy and ELD goals.
- Describe the strategy(ies) you used to leverage the student's(s') assets (building on cultural and/or linguistic backgrounds and/or interests). Why did the strategy(ies) support your student's(s') progress toward meeting the ELA/Literacy and ELD learning goals?
- How did you use assessment(s) to monitor student progress toward meeting the ELA/Literacy and ELD goal(s) in the video clip(s)?
- Given what you learned from the assessment(s), explain adjustments you made to your instruction and how they supported the student's(s') literacy and language development.
- What specific, actionable feedback related to literacy did you provide to the student(s) about what they did well and/or their misconceptions/gaps in knowledge? Why was this feedback able to support the student's(s') literacy and language development?

Video Clip 1: Describe what is happening in the video and provide a rationale for what you are doing and why. Address all of the commentary prompts that relate to this video.

[At (00:00:00), I explicitly stated the lesson objective and told students what we would be covering. This direct opening reduces cognitive load for students with autism and language impairment by establishing a clear instructional purpose before engaging with content. A direct and explicit approach supports these students specifically because it removes ambiguity from the learning task, allowing the students to direct their cognitive resources toward demonstrating literacy knowledge through their AAC device rather than interpreting unclear expectations.

At (00:00:37-00:01:55), I conducted a read-aloud and explicitly directed students to read the questions before engaging with the printed text. This direct instruction targets print awareness



by teaching students to recognize that printed words carry meaning and appear in predictable patterns across both the text and their AAC devices. Directing attention to the questions first supported students in developing word recognition by identifying which target vocabulary they would need to locate, progressing toward the ELA/Literacy goal of identifying central conflict using AAC-supported single-word terms for the focus student. Integrated ELD is embedded throughout the lesson by using the CA ELD Standards Part I.B.5 and Part I.C.9 alongside the ELA/Literacy content. This approach supports the focus student as a CALPS Level 1 English learner by providing structured English language input through the read-aloud while building expressive English output through AAC-supported responses, allowing the focus student to access and participate in grade-level academic content in English through their primary communication method.

At (00:02:45-00:03:35), I prompted the focus student to identify a word in the printed text and match it to the corresponding icon on their copy of the reading. I observed that the focus student remained at their desk referencing the paper rather than navigating to their AAC device. By adjusting my instruction and going directly to the focus student, I supported them in locating the answer on their AAC device first, then matching the selected icon to the printed word on their copy of the reading, developing their print awareness and word recognition by building a concrete connection between printed text and AAC symbols. Following this clip, I isolated the icon on the communication board and modeled selecting the answer on the teacher copy displayed on the board to reinforce this connection for all students.

At (00:03:34-00:05:10), I conducted a read-aloud while pointing along the icons in the printed text, supporting the focus student in connecting printed words to their corresponding icons. The focus student demonstrated word recognition by independently identifying the target word in their copy of the reading and matching it to the answer. I then extended this by directing the focus student to type the word into their AAC device, targeting encoding skills by applying letter-sound knowledge to locate vocabulary. When the focus student paused and attempted to move to the next question, I used this as a formative assessment opportunity, recognizing that the focus student needed additional support constructing a two-word message. I adjusted my instruction by using the AAC search function to scaffold the encoding process. Although a device configuration issue produced an inaccurate output, I responded by setting up the first word and directing the focus student to navigate to the pre-programmed word 'trade.' This adjustment supported the focus student's language development by expanding their expressive communication from single-word to two-word messages, while continuing to build encoding skills through supported AAC navigation.

At (00:05:11-00:06:40), I identified that we had skipped over an answer and explicitly re-read the specific passage containing the target vocabulary during this 1:1 interaction. I provided wait time and verbally re-prompted the focus student, observing that they were actively processing the text. After re-reading the passage, the focus student demonstrated print awareness by independently identifying the target word in the printed text. I then directed the focus student to locate the word on their AAC device, where they demonstrated encoding skills by typing out the response. The focus student's ability to independently type out phrases is a notable strength, as typed expression is more functional and expressive than icon navigation alone and directly aligns with their IEP typing goal. In reflection, I recognize I should have provided the full 30 seconds of wait time before re-prompting and avoided initiating the typing sequence for the focus student to preserve their opportunity to independently demonstrate this skill.

At (00:06:42-00:07:47), during this 1:1 interaction I used a 'we do' and 'you do' instructional approach to support the focus student in typing a two-word phrase, directly targeting encoding and language development. I reminded the paraprofessional that the focus student requires 30



seconds of wait time to process information, reflecting an asset-based understanding of the focus student's communication strengths. I then said the target word slowly, supporting sound-letter correspondence by allowing the focus student to hear each phoneme while referencing the printed text and typing simultaneously. I then directed the focus student to locate "Columbian Exchange" to extend this skill and practice active listening. The focus student pointed to "bad exchange," and I re-prompted by providing the first letter as a phonics cue to support phonemic awareness. In reflection, upon reviewing the video I recognize the focus student may have still been processing when I re-prompted, and I should have allowed the full 30 seconds of wait time before intervening to preserve the focus student's opportunity to independently demonstrate this skill.

At (00:07:47-00:08:27), I introduced the next topic and explicitly reviewed the questions before engaging with the printed text, reinforcing the direct and explicit instructional routine established from prior lessons. The focus student demonstrated familiarity with lesson expectations by independently moving their AAC device to make room, reflecting their internalized understanding of the lesson structure and routine. This behavioral indicator is an asset, as it demonstrates the focus student's growing independence and readiness to engage with academic tasks. The Columbian Exchange content covered in this section of the lesson also deliberately leverages the focus student's Latin American heritage as a cultural asset, connecting academic vocabulary such as 'trade' and 'exchange' to a historical context that is relevant to the focus student's cultural background and supports their progress toward the ELD goal of responding to questions using newly acquired vocabulary.

At (00:08:28-00:09:19), I explicitly reminded the focus student that titles often explain what a book or story is about. This teaches print awareness by reinforcing that printed words carry meaning and appear in predictable patterns across modalities. I then asked the focus student to connect the chapter title to the reading to identify what the text was about, supporting meaning making by requiring the focus student to use contextual text evidence to answer a comprehension question. I read the possible answers aloud to scaffold the focus student's active listening and support their progress toward the ELD goal of responding to questions using newly acquired knowledge. After approximately 30 seconds, the focus student independently circled the correct answer, demonstrating word recognition and print awareness. I then directed the focus student to type the answer on their AAC device, building a connection between print recognition and encoding and expanding the focus student's expressive communication from identifying answers in print to independently constructing typed responses.

At (00:09:20-00:11:32), I posed a comprehension question and provided the focus student with processing time to respond. After approximately 30 seconds, I re-read the question and provided specific actionable feedback by directing the focus student to locate the answer on the page. This feedback supported the focus student's literacy development because it gave them a concrete and repeatable strategy for locating textual evidence, reinforcing print awareness by connecting spoken language to printed text and directly advancing the focus student's ability to independently reference printed text to answer comprehension questions. After an additional 30 seconds, the focus student independently identified and circled the correct answer, demonstrating word recognition and meaning making by locating textual evidence to answer a comprehension question. I then directed the focus student to type the full phrase on their AAC device to build encoding skills. In reflection, I recognize I inadvertently provided three prompts which may have introduced confusion, and I will aim to limit prompting to maintain instructional clarity for the focus student. Despite this, after a gestural prompt the focus student successfully typed 'World War I', demonstrating their ability to construct multi-word phrases independently. Notably, the focus student used the letter 'l' rather than the number '1', resulting in the device



reading 'World War eye' rather than 'World War one.' This is an informative assessment moment, as it reveals an area of growth in the focus student's understanding of print concepts, specifically the distinction between letters and numbers in typed text, which will inform future instruction.

At (00:11:40-00:13:18), I read the question aloud before engaging with the printed text, reinforcing the direct and explicit instructional routine of priming the focus student on what information to look for. After conducting the read-aloud, I re-read the question to reconnect the focus student to the target vocabulary and support active listening toward the ELD goal. I provided processing time, during which the focus student demonstrated print awareness and word recognition by independently locating the answer in the printed text and circling the correct response. I then provided specific actionable feedback acknowledging the focus student's ability to reference the reading to locate and identify the correct answer, reinforcing the connection between printed text and meaning making and building on the focus student's demonstrated ability to reference printed text as a strength, supporting their growing independence in using textual evidence to answer comprehension questions.

At (00:13:18-00:13:40), before I re-read the question, the focus student independently pointed to the correct answer in both the multiple choice options and the printed text, demonstrating growing word recognition and print awareness. This unprompted response is a significant asset, reflecting the focus student's increasing independence in locating textual evidence. I reinforced this skill by pointing to both answers to explicitly strengthen the connection between the printed text and the corresponding multiple choice response.

At (00:13:40-00:16:05), I read the final comprehension question, which required the focus student to synthesize the entire reading rather than locate a single answer in the text. The focus student initially attempted to apply the word recognition strategy used in previous questions, demonstrating their internalization of prior instruction as a strength. Recognizing through the focus student's body language that they were becoming frustrated, I adjusted my instruction by explicitly showing the focus student the matching word across both the printed text and the multiple choice options, reinforcing print awareness and meaning making. I then directed the focus student to type their response on their AAC device, continuing to build encoding skills. I then supported the focus student's language development by explicitly explaining what compromise means, reinforcing vocabulary acquisition and expanding their understanding of the target concept beyond word recognition toward deeper meaning making. This moment reflects the importance of explicitly teaching content vocabulary to support the focus student's progress toward both the ELA/Literacy and ELD goals. The focus student's communication strengths are honored through these themes, as meaning making, language development, and effective expression allow them to demonstrate grade-level understanding through their primary communication method in ways that are accessible and functional for them.]

Video Clip 2 (if submitted): Describe what is happening in the video and provide a rationale for what you are doing and why. Address all of the commentary prompts that relate to this video.

[]

Video Clip 3 (if submitted): Describe what is happening in the video and provide a rationale for what you are doing and why. Address all of the commentary prompts that relate to this video.

[]



Video Clip 4 (if submitted): Describe what is happening in the video and provide a rationale for what you are doing and why. Address all of the commentary prompts that relate to this video.

[]



Extensive Support Needs

Step 3: Reflect—Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results Template

Directions: Type your responses within the brackets following each prompt (up to 4 pages). Do not delete or alter the prompts.

Be sure to include specific references to the results to support your reflections: What in the results led you to your conclusions? For more information, see pages 32–34 of the Literacy Cycle Performance Assessment Guide.

Analysis and Reflection for the Group

If you are working with only the focus student (FS), you do not need to respond to the prompts in this section.

- Identify and describe the students' understandings, gaps in knowledge, and/or misconceptions related to their literacy and language development.

[During Lesson 1, direct observation of the eight students revealed that most students demonstrated a strength in recognizing the associated icon paired with each answer choice, drawing on their visual processing skills to engage with the multiple choice format. Students were able to locate single-word answers when the target vocabulary appeared directly in the printed text with icon support, demonstrating emerging word recognition and print awareness skills. Five students brought familiarity with the lesson routine and vocabulary to complete tasks with gestural prompts, while the remaining students demonstrated their understanding with partial physical support to circle their answers. This range of independence reflects the students' developing communication strengths and their growing familiarity with the icon-supported format as an access point for demonstrating literacy knowledge. Continued explicit instruction connecting printed text to answer choices will build on these strengths to support their continued progress toward the ELA/Literacy and ELD goals.]

- Describe what was effective about your instructional approach(es) and student activity(ies) for the group.

[The icon-supported multiple choice format was effective for the group because it leveraged the students' demonstrated strength in visual processing, allowing them to access grade-level content through a familiar and consistent modality. The read-aloud approach was effective in providing structured English language input while simultaneously directing students' attention to printed text and corresponding icons, supporting both print awareness and active listening across the group. This direct and explicit instructional routine of priming students with the questions before engaging with the printed text was effective in focusing students' attention on target vocabulary, building on their emerging word recognition skills. This gradual release model supports students in engaging with the literacy tasks at increasing independence. With



paraprofessionals providing minimal support, this honors each student's communication strengths while promoting active participation.]

- Describe instructional changes you would make that could have better supported the group if you taught this learning segment again.

[If teaching this learning segment again, I would increase opportunities for students to practice connecting printed text to answer choices independently before moving to the multiple choice task, building on their demonstrated strength in icon recognition. I would also create more opportunities for repetitions of the "I do, we do" phase before the "you do" phase to support students in developing greater independence with word recognition across the group. Additionally, I would create more opportunities to reinforce the connection between print awareness and meaning making for students by having them reference the printed text to select their answers. Furthermore, I would coordinate more explicitly with paraprofessionals prior to the lesson to ensure consistent implementation of the least-to-most prompting hierarchy across all student groups to support each student's individual communication strengths while promoting independence.]

Analysis and Reflection for the Focus Student

- Identify and describe understandings, gaps in knowledge, and/or misconceptions related to the FS's literacy and language development.

[The focus student demonstrated strength in word recognition and print awareness by successfully matching the vocabulary in the printed text to the corresponding answer choices across the various multiple-choice questions in the summative assessments. The focus student's performance was strongest on questions where the answer appeared directly on a specific page of the reading, reflecting their developing ability to use printed text as a resource for locating textual evidence. The focus student demonstrated an area of growth on question 5 across all three lessons, which required synthesizing the entire reading rather than locating a single answer on a specific page. In contrast, the focus student was more successful in answering questions 1 through 4 across lessons, which required locating single-word answers directly on specific pages of the reading. This pattern suggests that while the focus student has developed strong foundational skills in word recognition and print awareness at the single-word and single-page level, continued instruction in using these skills across longer stretches of text will support their progress toward the ELA/Literacy goal of identifying central conflict and the ELD goal of responding to questions using newly acquired knowledge with increasing independence.]

- How will the specific, actionable feedback you provided the FS help them to improve or advance their understanding to continue their progress toward meeting the ELA/Literacy and ELD goals?

[The specific actionable feedback provided to the focus student during the summative assessment supported their progress toward the ELA/Literacy and ELD goals by giving them a concrete and repeatable strategy for locating textual evidence. First, I directed the focus student to locate the answer on the page when they were unsure, providing a clear next step that reinforced print awareness by connecting the comprehension question to the printed text. The focus student applied this feedback immediately, independently identifying and circling the



correct answer after additional processing time. I then provided specific feedback acknowledging the focus student's ability to reference the reading to locate the correct answer, reinforcing this strategy as a reliable approach for demonstrating literacy knowledge. The focus student's ability to apply the initial feedback to subsequent questions demonstrates that the feedback was actionable, as it gave them a strategy they could independently replicate across multiple questions to advance their progress toward the ELA/Literacy goal of identifying central conflict and the ELD goal of responding to questions using newly acquired vocabulary with increasing independence. I also celebrated the focus student's progress by acknowledging their strength in using the printed text to locate correct answers, reinforcing their growing confidence and independence as a literacy learner.]

- Given your knowledge of the FS, describe what was effective about your instructional approach(es) and student activity(ies). Refer to the FS's summative assessment response.

[The direct and explicit instructional approach was effective for the focus student based on their summative assessment performance across the three lessons. The icon-supported material leveraged the focus student's strength in visual processing, allowing them to access grade-level content through a modality that builds on their existing communication skills. The gradual release model using "I do, we do, you do" was effective in supporting the focus student's developing independence, as evidenced by their progression from requiring scaffolding during Lessons 1 and 2 to demonstrating increasing independence by Lesson 3. The read-aloud approach combined with the strategy of priming the focus student with questions before engaging with the printed text was effective in building print awareness, as the focus student demonstrated the ability to locate single-word answers directly from the printed text across most questions. The AAC typing, while not part of the formal summative assessment, was effective in reinforcing encoding skills and building a concrete connection between printed text and expressive communication, supporting the focus student's progress toward both their IEP typing goal and the ELD goal of responding to questions using newly acquired vocabulary with increasing independence.]

- Describe instructional changes you would make for the FS if you taught this learning segment again. Refer to the FS's summative assessment response.

[If teaching this learning segment again, I would make several instructional changes to better support the focus student's progress based on their summative assessment responses. The focus student consistently demonstrated an area of growth on the final comprehension question across all three lessons, which required synthesizing the entire reading rather than locating a single answer on a specific page. To better support this skill, I would incorporate explicit instruction in connecting information across multiple pages of the text, gradually building from single-page word recognition toward multi-page synthesis using the same icon-supported format the focus student demonstrated strength with. I would also provide additional 'we do' repetitions specifically targeting synthesis questions before expecting independent performance, building on the focus student's demonstrated ability to locate single-word answers as a foundation for more complex comprehension tasks. Additionally, I would provide more structured opportunities for the focus student to initiate typing on their AAC device independently before offering prompts, building on their demonstrated strength in typed expression to develop greater independence in encoding. Providing consistent wait time of 30 seconds before prompting during the typing task would preserve the focus student's opportunity to demonstrate this skill



independently, which the summative assessment evidence suggests they are beginning to develop.]

- What feedback will you provide to the family/guardian(s) of the FS specific to the ELA/Literacy and ELD goals to support caregivers in understanding the assessment results and how they can support the FS's learning beyond the classroom? Refer to evidence from their assessment results.

[Feedback regarding the focus student's progress toward the ELA/Literacy and ELD goals will be communicated to the family through the IEP meeting, with support from a Spanish-speaking staff member to ensure the family fully understands the assessment results. The family will be informed that the focus student demonstrated a strength in using printed text and icons to locate and identify vocabulary to answer comprehension questions, successfully answering questions 1 through 4 across all three lessons with increasing independence by Lesson 3, while continuing to develop their ability to answer question 5 which required synthesizing the entire reading. The family will also be informed that the focus student is continuing to develop their ability to synthesize information across an entire reading, which will be an area of continued focus in future instruction. To support the focus student's literacy and language development beyond the classroom, the family will be encouraged to build on the focus student's demonstrated strength in using their AAC device for functional communication at home. Since the focus student already uses their AAC device to construct full sentences to communicate food preferences at school, the family can build on this strength by encouraging the focus student to use their AAC device to communicate what they want to eat or what they would like their family to buy, connecting academic vocabulary and expressive communication skills to meaningful daily contexts at home. All completed assignments will be sent home at the end of the school year to provide the family with concrete evidence of the focus student's progress toward the ELA/Literacy and ELD goals.]



Extensive Support Needs

Step 4: Apply—Part J: Written Narrative: Re-Teaching or Extension Activity Description Template

Directions: Type your responses within the brackets following each prompt (up to 5 pages). Do not delete or alter the prompts. For more information, see pages 37–38 of the Literacy Cycle Performance Assessment Guide.

- Activity (place an “X” in the appropriate bracket):

[] re-teaching activity

OR

[X] extension activity

- Provide the developmentally appropriate ELA/Literacy learning goal(s).¹

[The focus student will identify conflict resolution strategies in text by locating and circling target vocabulary in the printed text and multiple choice answer choices, and constructing three-word or longer messages on their AAC device citing information from the Cold War example.]

- Provide the developmentally appropriate ELD learning goal(s).² **The follow-up activity must include an ELD learning goal even if your focus student (FS)/group of students does not include an English learner.**

[The focus student will demonstrate active listening by answering at least three questions about conflict resolution using newly acquired vocabulary such as 'conflict,' 'steps,' 'agree,' and 'Cold War' on their AAC device, constructing messages of three or more words with increasing independence compared to the summative assessment.]

- Summarize your activity and explain how you will check for understanding.

[This extension activity is a 1:1 lesson focused on another chapter of the Conflicts and Change unit, covering conflict resolution strategies and the Cold War. The chapter follows Mrs. Moore's class as they learn to find ways to agree and solve conflicts, connecting to the broader theme that unresolved small conflicts can become large conflicts. The focus student will engage with five multiple choice questions without icon support in the answer choices, but printed readings will still be icon supported. This is aimed to build a stronger connection to printed text (using the multiple-choice answers) that reflects real world reading contexts. Target vocabulary in the printed reading will be underlined to support the focus student in locating relevant information and making connections between the printed text and the answer choices. The focus student

¹ Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#).

² Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\): Language and Literacy Development](#).



will circle their answer in the multiple choice and construct three-word or longer messages on their AAC device to demonstrate understanding. I will check for understanding by observing the focus student's ability to locate underlined target vocabulary in the printed text and connect it to the correct answer choice without icon support. I will monitor progress using the DII scale (0-5) to document the level of support needed for each question, tracking whether the focus student demonstrates increased independence compared to the summative assessment results.]

- For this activity, describe how you will leverage the FS's—and, if applicable, the additional student's(s')—assets (cultural and/or linguistic) and/or interests.

[This extension activity builds on the focus student's demonstrated strength in visual processing and familiarity with the iPad TouchChat AAC device, leveraging their technology competence as a linguistic asset. The focus student's emerging ability to independently locate target vocabulary in printed text, demonstrated during the summative assessment where they independently pointed to the correct answer in both the multiple choice and the printed text for question 4, is honored as a foundation for this extension activity. By underlining target vocabulary in the printed reading, the activity builds on the focus student's demonstrated ability to use printed text as a reliable resource while gradually extending their independence toward real world reading contexts where icon support is not available. The Cold War content connects to the focus student's growing content knowledge of historical conflicts developed across the learning segment, allowing them to draw on prior knowledge as an asset when engaging with new vocabulary such as 'Cold War' and 'agree.' The focus student's demonstrated strength in typed expression, specifically their ability to construct three-word messages with gestural support, is leveraged by extending the typing expectation to three or more words, honoring their communication strengths while advancing their expressive capabilities.]

- Determine adaptations to address the FS's—and, if applicable, the additional student's(s')—learning needs (e.g., accommodations and/or modifications, language supports, IEP supports/services).

[Content is presented with icon support embedded in the printed reading, with target vocabulary underlined to support the focus student in locating relevant information without icon support in the multiple choice answer choices. This adaptation reflects the focus student's IEP-identified visual processing strength while gradually reducing icon dependency to build a stronger connection to printed text. Multiple choice questions are presented on individual pages to reduce visual clutter, and questions are answered during reading rather than at the end to support in-context learning. The focus student will demonstrate understanding by circling the correct answer in the multiple choice and constructing three-word or longer messages on their AAC device. A minimum of 30 seconds of wait time will be provided between prompts per the focus student's IEP processing needs, and a least-to-most prompting hierarchy will be implemented using the DII scale to monitor and support the focus student's growing independence. As a 1:1 activity without paraprofessional support, I will provide all instructional support directly, allowing for more precise implementation of the prompting hierarchy and detailed DII data collection on each question.]

- Explain why this activity supports the FS's—and, if applicable, the additional student's(s')—literacy progress. Refer to evidence from Steps 1, 2, and/or 3 to support your instructional decision making.



[This extension activity supports the focus student's literacy progress by building directly on the foundational reading skills and communication strengths documented across the Literacy Cycle. In Part A, the focus student's IEP identified visual processing and technology competence as key assets, and instruction was designed to leverage these strengths through icon-supported materials and AAC-based responses. Part A also documented the focus student's emerging phonemic awareness, demonstrated through their ability to independently correct staff spelling errors, which supports the decision to progressively extend the typing expectation to three-word messages found in this activity. Part A further identified that the focus student brings an interest in using both their iPad and the classroom iPad (during choice) for both personal exploration and academic communication, which is honored in this extension activity by continuing to use the TouchChat AAC device as the primary expressive communication tool.

In Part B, the learning segment was designed to follow a progression from single-word to two-word messages across three lessons, with the intention of fading prompts to increase independence by Lesson 3. The extension activity continues this progression by increasing the typing expectation to three-word messages, building on the focus student's demonstrated readiness for greater expressive complexity. Part B also identified print awareness as a foundational reading skill to be developed across the learning segment, specifically the focus student's understanding that words carry meaning and appear in predictable patterns in both text and AAC devices. The introduction of underlining as a scaffold in this extension activity directly builds on this foundational skill by drawing the focus student's attention to target vocabulary in the printed text without icon support in the answer choices, strengthening the connection between printed text and meaning making.

In Part F, the video commentary documented the focus student's demonstrated strength in typed expression, specifically their ability to type multi-word phrases during the 1:1 interaction with gestural prompts. This evidence directly supports extending the typing expectation from two-word to three-word messages to further reinforce this skill. Part F also documented the focus student's increasing independence in locating target vocabulary in the printed text, where the focus student independently pointed to the correct answer in both the multiple choice options and the printed text before being prompted. This growth in print awareness supports the decision to reduce icon support in the multiple choice answer choices while maintaining icon support in the printed reading, building on the focus student's demonstrated ability to use printed text as a reliable resource for locating textual evidence.

In Part I, the summative assessment reflection identified that the focus student successfully answered questions 1 through 4 of the Lesson 3 summative assessment at gestural support or better, meeting the ELA/Literacy performance criteria. The reflection also identified that the focus student demonstrated an area of growth on question 5, which required synthesizing the entire reading. The introduction of underlining as a scaffold in this extension activity directly addresses this area of growth by providing a visual connection to target vocabulary in the printed text, supporting the focus student in locating relevant information without icon support in the answer choices. The scored rubric from Part G confirmed that the focus student met the ELD performance criteria by responding to all five questions with gestural support, demonstrating readiness for the increased expressive complexity expected in this extension activity. Together, the formative assessment data collected using the DII scale across Lessons 1 through 3 and the summative assessment results from Part G informed the decision to extend the focus student's learning by reducing icon dependency, increasing typing complexity, and introducing underlining as a bridge between icon-supported and text-only reading contexts.]



- Provide an analysis of the recent literacy assessments³ used in Step 1 and the formative and summative assessments used in Steps 2 and 3 to support your instructional decision making.

[The decision to implement this extension activity was informed by an analysis of assessment data collected across all steps of the Literacy Cycle. In Step 1, Part A documented the focus student's baseline literacy strengths in visual processing, emerging phonemic awareness, and AAC navigation, informed by both IEP data and direct observation. This baseline informed the initial design of the learning segment, specifically the use of icon-supported materials and the gradual release model to build independence across three lessons.

The formative assessment data collected using the DII scale across Lessons 1 through 3 documented the focus student's progression from requiring gestural and verbal prompts during Lesson 1 to demonstrating increasing independence by Lesson 3. This progression informed the decision to reduce icon support in the multiple choice answer choices in this extension activity, as the DII data indicated the focus student was developing greater reliance on printed text to locate target vocabulary. The formative assessment data also documented the focus student's demonstrated ability to type multi-word phrases with gestural support, which informed the decision to extend the typing expectation from two-word to three-word messages.

The summative assessment results documented in Part G confirmed that the focus student met the ELA/Literacy performance criteria by successfully answering questions 1 through 4 at gestural support or better, and met the ELD performance criteria by responding to all five questions with gestural support. These results indicated that the focus student had developed sufficient foundational skills in word recognition and print awareness to support an extension of the learning rather than re-teaching. The focus student's area of growth on question 5, which required synthesizing the entire reading, informed the decision to introduce underlining as a scaffold to support the focus student in locating target vocabulary in text without icon support to answer questions. Together, these assessment findings across Steps 1, 2, and 3 provided evidence for the instructional decisions made in this extension activity, ensuring that the activity builds purposefully on the focus student's demonstrated strengths while advancing their literacy and language development toward increasing independence.]

³ For example, screenings; formative, summative, state testing; literacy and/or language profiles; student work samples; IEP information; observations; as well as information provided by your cooperating teacher, supervising faculty, service providers, and/or families/guardians



Extensive Support Needs

Step 4: Apply—Part L: Commentary Template

Directions: Type your response within the brackets provided (up to 2 pages). Do not delete or alter the prompts. For more information, see pages 38–39 of the Literacy Cycle Performance Assessment Guide.

In your commentary, address one of the following prompts:

For a **re-teaching** activity:

- Identify the targeted intervention and/or individualized strategy being used. Explain why this supports your focus student (FS)—and, if applicable, the additional student(s)—in making progress toward meeting the ELA/Literacy and ELD goals.

OR

For an **extension** activity:

- Identify the instruction provided that deepened or advanced your FS's—and, if applicable, the additional student's(s)—learning. Explain why this activity supports your FS—and if applicable, the additional students(s)—to take the next step in learning related to the ELA/Literacy and ELD goals.

Video Clip: Address the commentary prompt that relates to this video. Describe the focus of the video and your rationale. Explain what you are doing and why.

[**At (00:00:00-00:00:20)**, I introduced the topic 'Can We Agree' and explicitly reviewed the questions before engaging with the printed text. This instruction deepens the focus student's print awareness by building on their demonstrated ability to locate single-word answers in the icon-supported printed reading, now extending this skill to selecting answers from multiple choice options without icon support. This represents a meaningful next step in the focus student's literacy development, as real world text is unlikely to include icon support, and the focus student demonstrated strength in using printed text as a resource, documented in Part F and confirmed by the summative assessment results in Part G, positions them to make this transition successfully.

At (00:00:39-00:00:51), I asked the focus student what the story was about, and the focus student independently circled the correct text-only answer without a gestural prompt. I then provided specific feedback acknowledging the focus student's ability to find the information by reading the book, reinforcing independent use of printed text as a strategy for answering comprehension questions and supporting their progress toward the ELA/Literacy goal of identifying conflict resolution strategies in text by locating and circling target vocabulary in the printed text and multiple choice answer choices and the ELD goal of demonstrating active listening by answering at least three questions using newly acquired vocabulary with increasing independence.

At (00:00:51-00:01:29), after providing wait time, the focus student independently answered the next question by circling the correct text-only answer without a gestural prompt. I reinforced this



by providing specific feedback acknowledging the focus student's ability to use the book to find the answer, building on their demonstrated strength in using printed text as a reliable resource and supporting their continued progress toward the ELA/Literacy goal of identifying conflict resolution strategies in text by locating and circling target vocabulary in the printed text and multiple choice answer choices and the ELD goal of demonstrating active listening by answering at least three questions using newly acquired vocabulary with increasing independence.

At (00:01:29-00:02:10), I directed the focus student to type a response on their AAC device using the underlined text in the reading as a reference. I adjusted my instruction by shortening the underlined phrase from three words to two words, reducing the typing expectation to 'follow steps' to support the focus student in successfully engaging with the encoding task. I then provided gestural prompts to guide them through the typing process. The focus student's ability to type 'follow steps' with gestural support demonstrates their developing encoding skills and deepens the connection between printed text and expressive communication, supporting their progress toward the ELD goal of constructing messages with increasing independence.

At (00:02:15-00:02:50), I noticed the focus student looking toward the tablets and recognized they were anticipating their discrete trials activity. I move to the other side of the focus student to reduce the distraction. I then re-asked the question. The focus student then independently circled the correct text-only answer, demonstrating their ability to re-engage with the literacy task and locate the correct answer using the printed text without gestural support. This indicates their progress toward the ELA/Literacy goal of identifying conflict resolution strategies by locating and circling target vocabulary in the multiple choice answer choices.

At (00:02:50-00:04:16), I underlined the target sentence in the printed text and directed the focus student to type it on their AAC device. The focus student self-corrected from typing a single term to typing the full underlined sentence, requiring only minimal verbal and gestural prompts to identify what to type and to press the period to produce the full sentence. I then reinforced the strategy of reading the book to find the answer, supporting their progress toward the ELA/Literacy goal of identifying conflict resolution strategies in text by locating and circling target vocabulary and the ELD goal of constructing messages of three or more words with increasing independence.

At (00:04:17-00:04:59), I underlined the answer in the printed text to guide the focus student on where to look. Recognizing that the focus student was becoming restless, I provided a hint to reduce anxiety and re-engage them with the activity, prioritizing the focus student's comfort and continued engagement over independent demonstration of the skill in that moment. I then directed the focus student to type the full underlined sentence on their AAC device. With gestural prompting and extended processing time, the focus student successfully typed a six-word sentence, demonstrating their developing encoding skills and ability to construct multi-word messages beyond the two-word expectation established in the learning segment. This extension of the typing expectation to six words builds directly on the two-word message expectation established in Part B and the formative assessment data collected across Lessons 1 through 3 documented in Part F. Following this clip, I continued reviewing the vocabulary covered across the chapter, reinforcing the connection between newly acquired vocabulary and the focus student's progress toward the ELA/Literacy and ELD goals]