CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education

Special Education 407
Communication, Language, and Early Literacy Development of Diverse K-12 Students
with Mild to Extensive Support Needs

Instructor:
Meeting times: Wednesdays at 4:00 pm
Office and office hours: Available by appointment, on Zoom
Classroom Location: Education Building 3115 **OR** on Zoom
E-mail: sarah.salazar@csun.edu

CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of research-based professional knowledge and skills.
- We strive to impact schools and communities positively. Therefore, we foster a culture of **evidence** to determine the impact of our programs, monitor candidate growth, and inform ongoing program and unit improvement.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 educators, related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative, critical, and reflective thinking and** practice.

COURSE DESCRIPTION

Prerequisite: None. This course focuses on the role of a special education teacher in fostering communication, language, and early literacy development for students with disabilities, with mild to extensive support needs, including those who are emergent bilingual or multilingual. Students will learn about recommended and evidence-based practices to assess and support students' early language use and communicative behaviors and strategies to promote early and emergent literacy skills.

REQUIRED TEXTS

- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction 7th Edition by Donald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston
- Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write by Dr. Karen Erickson Ph.D., Dr. David Koppenhaver Ph.D.
- Additional readings available online (listed in Course Schedule and linked in Canvas)

COURSE OBJECTIVES

After completing this course students will be able to:

1. Describe critical aspects of communication, including symbolic, nonsymbolic, form, function, and content.
2. Describe principles of language acquisition across disabilities and the lifespan and identify their applications to educational practice.
3. Recognize and practice facilitation strategies that promote emergent and early linguistic aspects of communication of students with mild to extensive support needs, including Emergent bilingual and students who are Deafblind, and reflect on their role in promoting communication access.
4. Discuss alternatives to spoken language and identify strategies for supporting the development of alternative and augmentative communication modes for students with disabilities impacting language and communication, including the unique access needs of students with physical/orthopedic impairments.
5. Identify the unique features of Deafblindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments.
6. Identify interconnections between expressive communication, receptive communication, language, and written language systems, and reading and writing.
7. Use observation and informal procedures to Assess language use, comprehension, communication behaviors, and emerging literacy skills of students with mild to extensive support needs.
8. Identify critical skills to teach in the areas of communication, language development, emergent literacy, and social interaction.
9. Discuss the influence of socio-cultural factors on first and second language/literacy development, explain the advantages of multilingualism and multiliteracy, and understand the importance of transfer between languages.
10. Identify and use educational and assistive technology strategies to enhance the development of communication and emergent literacy skills, including mandated considerations for low- and high-tech augmentative and alternative communication technology for students with extensive support needs.
11. Describe and implement activities that support the development of reading-related behaviors and emergent literacy (e.g. vocabulary development, book handling skills, concepts about print and as appropriate phonemic awareness and invented spelling) of students with mild to extensive support needs, including English learners.
12. Identify techniques to assist family members in supporting the communication/language/literacy development of students with mild to extensive support needs, including English learners and students who are Deafblind.
13. Collaborate with other disciplines to support the communication/language/literacy development of students with mild to extensive support needs.

14. Foster communication-rich environments that support communication and social engagement within the context of age-appropriate, functional, and meaningful activities as related to students with extensive support needs including those who are Deafblind.

COURSE REQUIREMENTS

Assignment 1: Student Description and Intervention Plan (due 10/2). Complete an informal assessment of the current language and communication skills of a student who receives special education services for a disability impacting language and/or communication. Provide a written description of your assessment strategies. You will draw upon informal and formative assessment findings, including input from families, teachers, and other professionals, (7.10c) to write a written description of the student's current literacy, language and communication skills (7.10), following the provided format. Next, you will identify an educationally relevant target skill to promote effective expression, communication, and emergent literacy skills to teach based on your knowledge of the student and their current communication needs. Your skill should include a way for students to encode, to include keyboarding or other technology, handwriting or an "alternative pencil." 7.8b Finally, you will develop a plan for applying intervention strategies described in class/text to address your target skill in the context of a typical school activity. U7.8

Assignment 2: Demonstration activities (due 12/4). Using Words Their Way: Word study for phonics, vocabulary, and spelling instruction, prepare two instructional activities for readers in the emergent stage. One activity should be designed to support language/vocabulary development [U7.6, 7.7] and the other to build foundational skills through an intervention activity or adaptation of a curricular text [7.5d]. As a part of your planning, make explicit what you want your learners to be able to do after completing the activity, linking objectives with aspects of communication and language. Identify what makes your instructional materials engaging and in preparation for a demonstration in front of your peers, what you will say while implementing the activity.

Assignment 3: Responses to the readings. You will complete six short reading reflections throughout the semester to demonstrate understanding of key concepts within assigned readings and make connections between readings and your own experiences.

Assignment 4: Final Exam. Students will respond to case study descriptions and make relevant suggestions.

COURSE EVALUATION

Assignment	Points
Assignment 1: Case Study Project	40
Assignment 2: Demonstration Activities	30
Assignment 3: Linguistically Responsive Miini Unit	25
Assignment 4: Responses to Readings (6 @ 5 points each)	30
Assignment 5: Final Exam	25
Attendance and Participation	25
Total	175

GRADING SCALE

Total points earned for the Case Study project, Demonstration activities, Responses to readings and the Final Examination will be divided by the total number of possible points to achieve a percentage.

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93-100%	B+	86-89%	C+	76-79%	D+	66-69%
A-	90-92%	B	83-85%	C	73-75%	D	63-65%
		B-	80-82%	C-	70-72%	D-	60-62%

PROFESSIONAL DISPOSITIONS

A. Personal characteristics
Possess integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows the maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, presents a professional appearance and demeanor.

B. Interpersonal characteristics
Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, seeks to develop and maintain professional workplace relationships.

C. Commitment to professional growth
Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, is a self-directed learner.

D. Commitment to diversity and social justice
Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural an linguistic backgrounds, and developmental levels.

E. Commitment to ethical practices
Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

PERSON-CENTERED AND PERSON-FIRST LANGUAGE: The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, the use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, “children with learning disabilities” is considered more appropriate than “learning disabled children.” However, the important

principle in consideration of language is not using a correct formula, but rather a respectful acknowledgment that personhood is valued above disability. This includes learning what the preferred language is for a particular person and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at CSUN rather than exclusively "person-first." Please see this article for more on person-centered language: https://radicalcopyeditor.com/2017/07/03/person-centered-language/

STUDENTS WITH DISABILITIES: Students with disabilities must register with the Disability Resources and Educational Services (DRES) and complete a services agreement each semester or the National Center on Deafness (NCOD). Staff will verify the existence of a disability based on the documentation provided and will approve accommodations. More importantly, I strive to make my teaching and course materials as broadly accessible as possible, according to the principles of Universal Design for Learning. I appreciate all honest and respectful feedback from students regarding the accessibility of my course (materials, pedagogy, and ways to demonstrate learning). Please communicate with me in person or via email regarding any accommodations or supports that you know are helpful. I am not only committed to providing equal access as required by federal law, but also am interested in developing strategies for your success in this course.

COURSE SCHEDULE

	Topics, Evidence Based Practices & Class Activities	**Assignments & Readings DUE (by class time)**
1: 8/29 In person	COURSE OVERVIEW & SYLLABUS What is communication? Communication and language are not the same Communication access is a social justice issue U6.2	
2: 9/5 In person	COMMUNICATION AND LANGUAGE Difference between communication and language. Forms of communication and language Function of communication and language Person-centered assessment of current forms and functions of communication and language EX5.1	Weitzman & Greenberg, Learning Language and Loving It, Chapter 2: The Stages of Language Development: Talking Takes Time. Downing, J. (2009). Assessment of Early Communication Skills, in Soto & Zangari (eds). Practically Speaking
3: 9/11 Zoom	SYMBOLIC AND NONSYMBOLIC COMMUNICATION MM2.5/EX2.8, MM4.3 Aided and Unaided forms Intentional and Unintentional forms Range of symbolic communication Behavior and Communication practice activity MM4.3	Beukelman & Mirenda (2013). Chapter 3: Symbols and Rate Enhancement. In Beukelman & Mirenda (Eds). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. **Reading Response #1 Due**

4: 9/18 In person	LINGUISTIC COMMUNICATION AND ACQUISITION What is language? Elements of language Language Development	MacWhinney, B. (2017). First Language Acquisition in Aronoff & Rees-Miller (Eds). The Handbook of Linguistics Hoff, Language Development Chapter 10: Language in the School Years
5: 9/25 In person	ATYPICAL LANGUAGE DEVELOPMENT U4.2, U5.6, MM5.5/EX5.6 Instructional implications for emergent bilingual students with a range of support needs, from mild to extensive MM2.10/EX2.13, U7.11 Auditory and visual systems and unique considerations for Deaf/Blind students EX1.3, EX4.2 Collaborating with specialists to support literacy instruction for deaf/blind students MM7.5/EX7.5, EX7.6	Atypical Language Development MM1.3/EX1.8 Damen, Saskia, & Vervloed, Mathijs P. J. (2015). Language and Communication in People Who Are Deafblind. In The Oxford Handbook of Deaf Studies in Language (Vol. 1) **Reading Response #2 Due** EX1.3, EX1.3
6: 10/2 Zoom	EMERGENT BILINGUAL STUDENTS WITH DISABILITIES Factors that influence second language acquisition U1.6, Locating and applying information about language proficiency status U4.1, U5.7, MM5.2/EX5.3 Communication Rich Environments U4.7 BILINGUAL LANGUAGE ACQUISITION	Hoff, Language Development Chapter 9: Childhood Bilingualism Kangas S.E.N. (2019) English Learners with Disabilities: Linguistic Development and Educational Equity in Jeopardy. In: Gao X. (eds) Second Handbook of English Language Teaching. **Case Study Project Due**
7: 10/9 In person	BEGINNING INTERVENTION STRATEGIES FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS MM1.2/EX1.7, U2.5, EX7.7 Communication Rich Environments EX2.3 Mandated Consideration of AAC EX1.2 Modeling language/AAC and practice EX4.1 Light technological communication devices High tech communication/speech-generating devices EX3.1	Comprehensive Literacy for All - Chapter 11 & Chapter 12 **Reading Response #3 Due**
8: 10/16 In person	BEGINNING INTERVENTION STRATEGIES FOR STUDENTS WITH EXTENSIVE SUPPORT NEEDS (Cont) Accommodations and Modifications for AAC Users MM2.1/EX2.5, MM2.9/EX2.12, EX3.2, MM4.1/EX4.3, MM5.6/EX5.7, MM7.5/EX7.5 Predictable Chart Writing Social communication Manual signs and systems GUEST LECTURE: Justine Vivar AAC Practice Activity EX4.1, MM7.5/EX7.5	Hunt, Doering, Meier, & Mintz (2007). Strategies to support positive social development and friendships for students who use AAC. In Soto & Zangari (eds). Practically Speaking Beukelman & Mirenda (2013). Instruction to support linguistic and social competence. In Beukelman & Mirenda (Eds). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs.
9: 10/23 Zoom	PROMOTING EARLY LITERACY U7.4 Interacting with print Print concepts – the structure of print [U7.5a] Reading to children – the language of print	Wolf, Proust and the Squid Chapter 4: The Beginnings of Reading Development, Or Not. Bear, et al., Words Their Way Chapter 4: Word Study for the Emergent State

	Vocabulary development Language play – Phonological awareness	Comprehensive Literacy for All - Chapter 2 **Reading Response #4 Due**
10: 10/30 In person	LANGUAGE AND LITERACY Language as the foundation of literacy The evolution of written language [7.5c] The history of English orthography	Why Study Language? Moats Speech to Print Chapter 17.7 Comprehensive Literacy for All - Chapter 1
11: 11/6 In person	EMERGENT LITERACY Interactive read-alouds and dialogic reading using culturally and linguistically affirming content U7.3 Print knowledge Alphabet knowledge Phonological awareness [7.5b] Alphabetic principle/Letter-sound knowledge	McKeown, & Beck. "Encouraging Young Children's Language Interactions with Stories" Comprehensive Literacy for All - Chapter 3 & Chapter 4 Watch and Critique Activity: Identify strategies used to teach print concepts **Reading Response #5 Due**
12: 11/13 Zoom	SYSTEMATIC INSTRUCTION AND ADAPTED TEXTS WORDS THEIR WAY: DEEP DIVE Writing using keyboarding, technology, and/or handwriting	Comprehensive Literacy for All - Chapter 6 & Chapter 7 & Chapter 8
13: 11/20 In person	WORKING TOGETHER AS A TEAM TO SUPPORT COMMUNICATION SKILLS Collaboration with families, colleagues and other service providers EX1.5, MM3.2/EX3.4, U4.6, MM4.6/EX4.7, EX6.1 Course Evaluations	Robinson, N. & Solomon-Rice, P. (2007). Supporting collaborative teams and families in AAC. In Soto & Zangari (eds). Practically Speaking 7.10c **Reading Response #6 Due**
11/28	**Happy Thanksgiving!**	
14: 12/4 In person	DEMONSTRATE INSTRUCTIONAL ACTIVITY WORKSHOP	Students will present instructional activities **Demonstration Activity Draft Submitted to Discussion Board Before Class (7.5d)** **Final Draft Due Saturday 12/7 at 11:59 pm**
15: 12/11 Zoom	FINAL EXAM 5:30-7:30 pm	

Appendix:

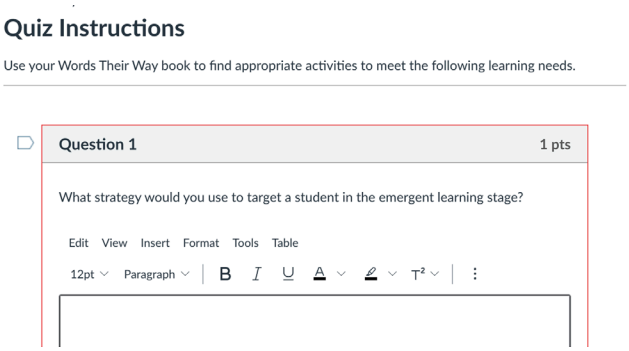
Week 11 Watch and Critique activity: Watch each video example and identify key strategies for teaching print concepts (review slides from Week 9). What are some *additional* strategies that could be used, but you did not see in the video? U7.5a

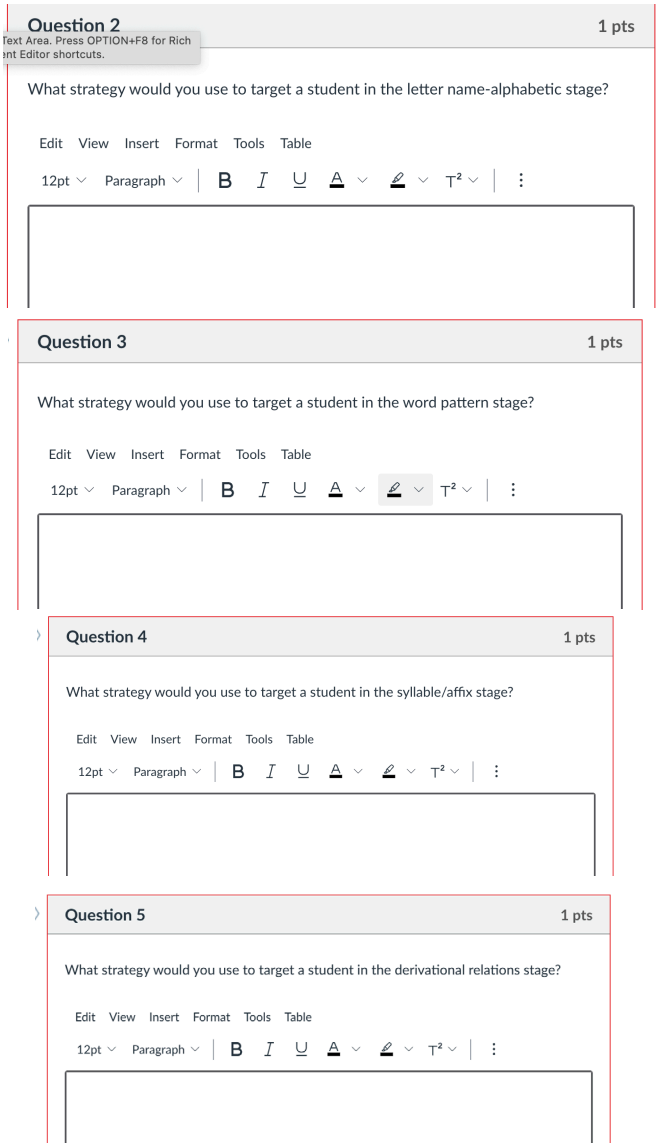
Group Member Names:

1:1 Shared Reading Video	
Effective Strategies Utilized	trategies
•	
Small Group Shared Reading Video	
Effective Strategies Utilized	Opportunities to Apply Additional Strategies
•	•

1:1 Shared Reading Lesson-Non Ve...
youtube.com
This video highlights a 1:1 guided reading session for a non-verbal student with Down Syndrome. Pl...

Week 12 Quiz




Question 2
1 pts
Text Area. Press OPTION+F8 for Rich Content Editor shortcuts.
What strategy would you use to target a student in the letter name-alphabetic stage?
Edit View Insert Format Tools Table
12pt Paragraph
Question 3
1 pts
What strategy would you use to target a student in the word pattern stage?
Edit View Insert Format Tools Table
12pt Paragraph
Question 4
1 pts
What strategy would you use to target a student in the syllable/affix stage?
Edit View Insert Format Tools Table
12pt Paragraph
Question 5
1 pts
What strategy would you use to target a student in the derivational relations stage?
Edit View Insert Format Tools Table
12pt Paragraph

7.7 (practice and assess): Literacy Demonstration Activity
Students practice and receive feedback before submitting as a final assessment

MM1.3/EX1.8, MM1.3/EX1.8, MM5.5/EX5.6, MM5.5/EX5.6, U7.4, U7.4, EX7.7, EX7.7

Demonstration Activity

Start Assignment

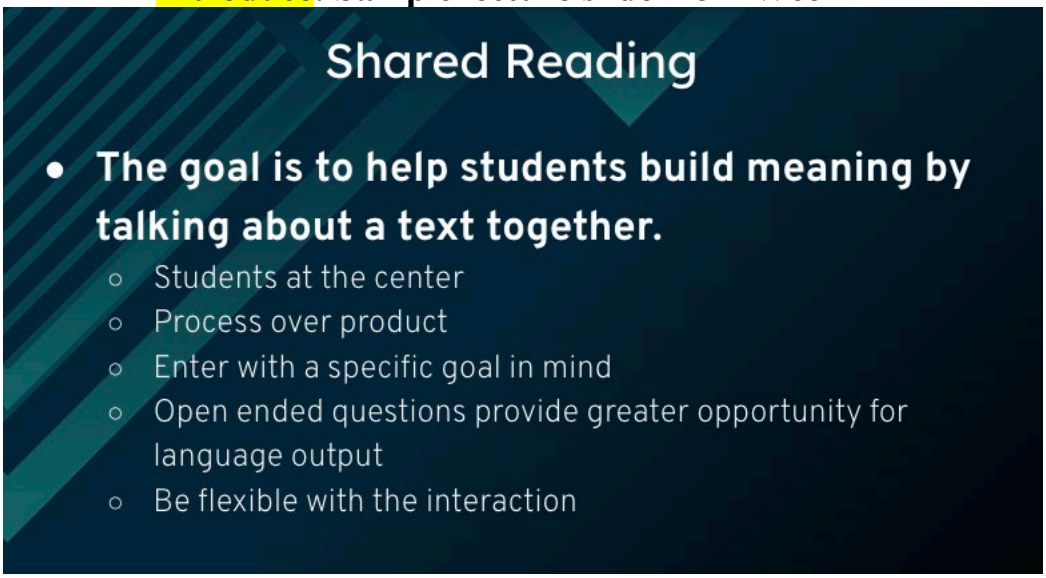
Due May 8, 2024 by 11:59pm **Points** 40
Submitting a file upload

Using this template, design two instructional activities for your focus student (the one you wrote about in your Student Description Assignment). The first activity should focus on LANGUAGE/VOCABULARY DEVELOPMENT and the second activity should focus on READING/DECODING/LITERACY DEVELOPMENT. Both activities should be:

- directly tied to information about the student's current abilities (per your Student Description Assignment)
- age-appropriate and related to curricular tasks
- have an appropriate lesson objective for one instructional session
- engaging, active and enjoyable for the student (no worksheets!!)
- clear about how to informally and/or formally assess student skills at the end of instruction

You will submit your ROUGH DRAFT to this discussion forum before class on December 8th. During that class session, you will present one of your activities to your classmates in a workshop session format to get feedback and suggestions for improvement. You will then have time to incorporate these changes before submitting your final draft on May 8th.

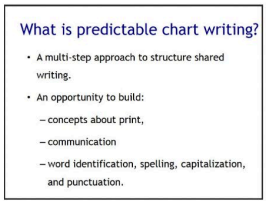
U7.6: Meaning Making
Introduce: Sample lecture slide from Week 11

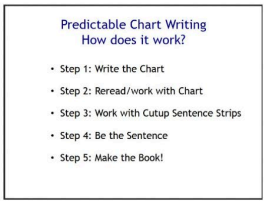


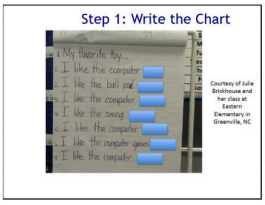
U7.7: Creation of diverse texts
Introduce: Predictable Chart Writing in Week 8 Lecture

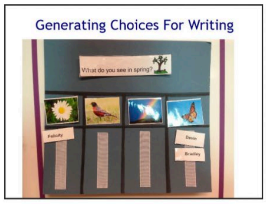
How can we teach predictable chart writing?

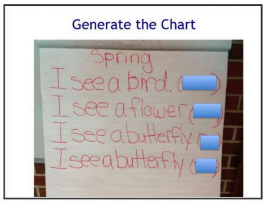
Many different activities can occur around predictable chart writing over a 5-day period. At the end of the 5-day process, the result is a student written book for the class library.

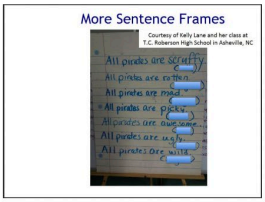


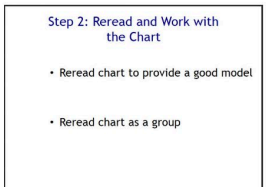


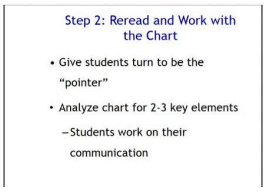


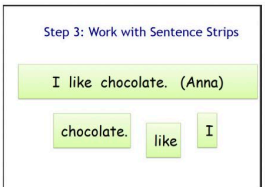












Case Study Project

Case Study Project: Inclusive Literacy Instruction & Assessment Plan

MM1.2/EX1.7, MM1.2/EX1.7, MM2.10/EX2.13, MM2.10/EX2.13

Overview

In this assignment, you will create and present a comprehensive literacy instruction and assessment plan tailored for students with extensive support needs, including those with dyslexia and other disabilities that impact literacy development. Your plan should demonstrate your ability to design inclusive, engaging, and evidence-based instruction across multiple modalities.

Learning Objectives

Teacher candidates will:
1. Teach linguistically diverse students with extensive support needs to create diverse print, oral, digital, and multimedia texts.
2. Develop students' effective expression through writing, discussion, presentation, and language conventions.
3. Support use of technology, spelling, handwriting, and other conventions.
4. Teach letter formation, capitalization, and punctuation aligned with decoding.
5. Monitor students' literacy progress using formative assessment.
6. Interpret assessment data to plan accommodations and modifications.

Deliverables

Submit the following by [insert due date]:
- Written Literacy Plan (approx. 10–12 pages, submitted as a PDF or Word document)
- (Optional) 5-minute recorded presentation or screencast walkthrough

Assignment Instructions

Please organize your submission into the following 5 clearly labeled sections:

Section 1: Student Profile and Context (10 points)

Use the emergent bilingual student selected in your Student Description. Include relevant demographic info, disability classification, strengths, literacy needs, IEP goals, and assessment data. Include information related to your hypothesis for the communicative intent of the student's behavior EX1.5, MM2.5/EX2.8, MM2.5/EX2.8, U4.2, MM5.2/EX5.3,

Section 2: Literacy Learning Goals (10 points)

List 3–5 measurable goals targeting:
- Expression in varied modalities (oral, written, digital, multimedia)
- Language conventions
- Use of technology/keyboarding
- Foundational skills like letter formation and decoding

Section 3: Instructional Plan (40 points) MM2.9/EX2.12, MM2.9/EX2.12, MM5.2/EX5.3
Create a two-week instructional plan (unit or thematic ok): EX1.5
-Description of how you are creating a communication rich environment EX2.3, EX2.3
Lesson objectives aligned to goals
- Instruction in diverse text creation U7.7
- Development of oral and written expression
- Foundational literacy instruction (letter formation, spelling, keyboarding, punctuation, etc.)
-Use culturally and linguistically affirming and sustaining literacy instruction U7.3, U7.3
- Accommodations/modifications for AAC users EX1.2, EX1.2, MM2.1/EX2.5, MM2.1/EX2.5, EX3.2, EX3.2, MM4.1/EX4.3, MM4.1/EX4.3, MM5.6/EX5.7, MM7.5/EX7.5
- Collaboration opportunities with related service providers and technology use MM3.2/EX3.4, MM3.2/EX3.4, EX3.1, EX3.1, U4.6, MM4.6/EX4.7, EX6.1

Section 4: Assessment and Progress Monitoring (20 points)7.10, 7.10, MM/EX 7.2

- Describe formative assessment tools/methods used to monitor progress
- Identify at least two diagnostic tools or assessments
- Explain how data informs instructional decisions and IEP adaptations

Section 5: Reflection and Justification (20 points)

- Explain how your instruction promotes:
  * Multimodal expression
* English language development U4.1, U4.1
  * Student engagement and collaboration
  * Literacy development for students with disabilities
- Discuss how you address dyslexia-specific needs and plan responsive instruction

Submission Format

Upload the final assignment as a single PDF or Word document with optional multimedia link embedded or attached.

Grading Rubric (100 points)

Criteria	Exceeds Expectations (Full Credit)	Meets Expectations (Partial Credit)	Below Expectations	Points
1. Student Profile & Context	Detailed, relevant, and individualized student description with data	Basic profile with some relevant data	Incomplete or vague profile	10
2. Literacy Goals	3–5 SMART goals that align with student needs and standards	Some goals present but not fully aligned or measurable	Goals missing or unclear	10

3. Instructional Plan	Well-structured, accessible, creative instruction across modalities	Solid plan with basic inclusion and support strategies	Lacks clear strategies or modifications	40
4. Assessment & Monitoring	Multiple formative & diagnostic tools clearly explained and applied	Some assessments described, but limited data use	Little or no assessment plan	20
5. Reflection & Justification	Strong rationale showing deep understanding and reflection	General reflection with limited depth or evidence	Minimal or missing reflection	20

Optional Extension

Include a 5-minute recorded screencast or video walkthrough of your plan (e.g., explaining a digital tool or showing example student work) to demonstrate instructional delivery and reflection.

Linguistically Responsive Writing & Presentation Mini-Unit

Overview

In this short assignment, you will design a mini-unit (2–3 lessons) for students with extensive support needs, including at least one deaf/blind student, that centers on writing and oral expression across multiple genres (opinion, information, or narrative). Your instruction should intentionally leverage students' home languages, dialects, and cultural backgrounds, and incorporate opportunities for translanguaging. The unit must guide students through planning, drafting, peer/teacher feedback, revision, editing, and sharing.

Learning Objectives

Teacher candidates will demonstrate their ability to:
- Build on students' existing linguistic and cultural resources in instruction
- Promote translanguaging and language equity in writing and speaking
- Teach writing and oral expression as recursive, scaffolded processes
- Engage students in peer collaboration and revision with appropriate supports

Instructions

Please submit a 3–4 page mini-unit plan that includes:

1. Student Group Snapshot (½–1 page)

- Describe a small group or class of students that includes students with extensive support needs and at least one deaf/blind student using video footage EX4.2, EX4.2
- Include relevant details on home language(s), dialects, disability classification, and literacy goals

2. Mini-Unit Overview (1–2 pages)

- Choose 1 genre to focus on (opinion/argument, informative/explanatory, or narrative)
- Plan for 2–3 short lessons that:
  * Incorporate translanguaging (e.g., code-switching, dual-language resources, home language use in drafting), U1.6, U7.11
  * Include scaffolded instruction in planning, drafting, revising, and editing
  * Provide peer interaction and feedback opportunities U7.8,, U4.7
  * Allow for multiple modes of expression (e.g., AAC, drawing, oral storytelling, digital presentation)

3. Sample Supports & Language Tools (1 page)

- Include at least 2 examples of materials, tools, or supports (e.g., visual organizers, sentence frames, dual-language charts, adapted rubrics, communication boards)
- Briefly explain how each tool supports access and expression for your student population
-Describe how you will draw upon the expertise of specialists (e.g. VI teacher and DHH teacher) in designing literacy instruction for your deaf/blind student EX7.6, EX7.6

Submission Guidelines

Format: Word or PDF document, approx. 3–4 pages
Due: [Insert due date]

Evaluation Criteria (20 points total)

Criteria	Points
Linguistic Responsiveness: Plan reflects awareness of students' home languages, dialects, and translanguaging practices	5
Genre Instruction: Includes clear scaffolds for planning, drafting, revising, and presenting in one genre	5
Collaboration: Provides meaningful opportunities for peer feedback and interaction	5
Accessibility: Uses supports and tools appropriate for students with extensive support needs	5
Total	/20

U7.8: Selection of reading assigned from Comprehensive Literacy for All by Erikson and Koppenhaver.

Mentor Texts to Teach Text Structure Teachers share mentor texts with students to provide a model of how to communicate their own ideas in increasingly more structured ways. Tacy was an 8-year-old with Down syndrome whose third-grade teacher welcomed her into an inclusive classroom but was unsure how to get Tacy to write more elaborated texts until she found a copy of *Wishes, Lies, and Dreams* (Koch, 1970) filled with short mentor poems for children. The following day, she introduced her class to a basic, nonrhyming poetry structure using colors and the students' five senses. She began the lesson by asking the students to name their five senses. She wrote these on the white board. Then she told the students that her favorite color was black. She wrote that on the board and then listed one example for each sense: "my father's hair" for *see*, "burnt toast" for *smell*, and so forth. She asked the students to take a piece of paper, write their favorite color at the top of the page, list their five senses, and then list and describe as many things as they could think of linking each of their five senses to that color.

As the students began brainstorming, the teacher took out a bag of yellow objects, Tacy's favorite color. She and Tacy explored and discussed each object—a pack of gum, a dish scraper, a jar of mustard, and other items. When the noise level in the room indicated that the class was done brainstorming, she directed the students to share their lists with one another, and she continued to explore and discuss *yellow* with Tacy.

Next, the teacher introduced Tacy and the students to the five-line color sense poem structure: [color] tastes like, smells like, feels like, sounds like, looks like. She explained that they could order these stems as they wished but should be sure to use specific descriptions such as, "Black looks like my father's tightly curled locks." She helped Tacy with structure as she wrote:

Yellow tastes like set apples [sweet].

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Demonstration Activity

Published | Assign To | Edit

Using **this template** (https://docs.google.com/document/d/1RK3Mo1Jlvdy0N0MwF8-UT1WlpAy4ycW9xqObp6UQfbc/edit?usp=sharing) , design two instructional activities for your focus student (the one you wrote about in your Student Description Assignment). The first activity should focus on LANGUAGE/VOCABULARY DEVELOPMENT and the second activity should focus on READING/DECODING/LITERACY DEVELOPMENT. Both activities should be:

- directly tied to information about the student's current abilities (per your Student Description Assignment)
- age-appropriate and related to curricular tasks
- have an appropriate lesson objective for one instructional session
- engaging, active and enjoyable for the student (no worksheets!!)
- clear about how to informally and/or formally assess student skills at the end of instruction

You will submit your ROUGH DRAFT to **this discussion forum** (https://canvas.csun.edu/courses/142236/discussion_topics/1766375) before class on December 8th. During that class session, you will present one of your activities to your classmates in a workshop session format to get feedback and suggestions for improvement. You will then have time to incorporate these changes before submitting your final draft on May 8th.

Points	40
Submitting	a file upload

Due	For	Available from	Until
May 8	Everyone	-	-

Demonstration Activity Rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings			Pts
Current Level of Performance (Language) Current level of performance matches the student description assignment.	**4 pts** **Full Marks**	**2 pts** **Partially Accurate**	**0 pts** **No Marks**	4 pts
Skill Area to Target (Language) Skill area is appropriate given the student's current performance.	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Instructional Objective (Language) Instructional objective is appropriate given the target skill area and student's current level of performance..	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Materials & Instructional Sequence (Language) Materials and procedure support the instructional objective.	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Assessment Strategies (Language) Assessment strategies are appropriate, directly related to the instructional objective, and follow logically from the instructional sequence.	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Current Level of Performance (Literacy) Current level of performance matches the student description assignment.	**4 pts** **Full Marks**	**2 pts** **Partially Accurate**	**0 pts** **No Marks**	4 pts
Skill Area to Target (Literacy) Skill area is appropriate given the student's current performance.	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Instructional Objective (Literacy) Instructional objective is appropriate given the target skill area and student's current level of performance..	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts
Materials & Instructional Sequence (Literacy) Materials and procedure support the instructional objective.	**4 pts** **Full Marks**	**2 pts** **Partially Appropriate**	**0 pts** **No Marks**	4 pts

Criteria	Ratings			Pts
Assessment Strategies (Literacy) Assessment strategies are appropriate, directly related to the instructional objective, and follow logically from the instructional sequence.	**4 pts Full Marks**	**2 pts Partially Appropriate**	**0 pts No Marks**	4 pts
				Total Points: 40

Introduce (yellow)
Practice (teal)
Assess (green)

Linking Key:

Specialization	TPE	Page
MMSN/ESN TPE 1	U1.6 U1.6	7 16
	MM1.2/EX1.7 MM1.2/EX1.7 MM1.2/EX1.7	7 13 13
	MM1.3/EX1.8 MM1.3/EX1.8 MM1.3/EX1.8	7 11 11
	EX1.2 EX1.2 EX1.2	7 14 14
	EX1.3 EX1.3 EX1.3	7 7 7
	EX1.5 EX1.5 EX1.5	8 13 14
MMSN/ESN TPE 2	U2.5	7
	MM2.1/EX2.5 MM2.1/EX2.5 MM2.1/EX2.5	7 14 14
	MM2.5/EX2.8 MM2.5/EX2.8 MM2.5/EX2.8	6 13 13
	MM2.9/EX2.12 MM2.9/EX2.12 MM2.9/EX2.12	7 14 14
	MM2.10/EX2.13 MM2.10/EX2.13	7 13

	MM2.10/EX2.13	13
	EX2.3 EX2.3 EX2.3	7 14 14
MMSN/ESN TPE 3	MM3.2/EX3.4 MM3.2/EX3.4	8 14
	EX3.1 EX3.1 EX3.1	7 14 14
	EX3.2 EX3.2 EX3.2	7 14 14
MMSN/ESN TPE 4	U4.1 U4.1 U4.1	7 14 14
	U4.2 U4.2	7 13
	U4.6` U4.6`	8 14
	U4.7 U4.7	7 16
	MM4.1/EX4.3 MM4.1/EX4.3 MM4.1/EX4.3	7 14 14
	MM4.3 MM4.3	6 6
	MM4.6/EX4.7 MM4.6/EX4.7	8 14
	EX4.1 EX4.1	7 7
	EX4.2 EX4.2 EX4.2	7 16 16
MMSN/ESN TPE 5	U5.6	7
	U5.7	7
	MM5.2/EX5.3 MM5.2/EX5.3 MM5.2/EX5.3	7 13 14
	MM5.5/EX5.6 MM5.5/EX5.6 MM5.5/EX5.6	7 11 11
	MM5.6/EX5.7 MM5.6/EX5.7	7 14
	EX5.1	6
MMSN/ESN TPE 6	U6.2	6
	EX6.1 EX6.1	8 14
MMSN/ESN TPE 7	U7.3 U7.3 U7.3	8 14 14
	U7.4 U7.4 U7.4	7 11 11

	U7.5a	7
	U7.5b	8
	U7.5c	7
	U7.5d U7.5d	8 4
	U7.6 U7.6	12 4
	U7.7 U7.7	12 14
	U7.8 U7.8	4, 17 16
	U7.11 U7.11	7 16
	MM7.5/EX7.5 MM7.5/EX7.5 MM7.5/EX7.5	7 7 14
	EX7.6 EX7.6 EX7.6	7 16 16
	EX7.7 EX7.7 EX7.7	7 11 11