

Specially Designed Instruction (SDI): Literacy

Specially designed instruction is the instruction provided to a student with a disability who has an IEP to help him/her master IEP goals/objectives and ensure access to and progress in the general curriculum. Specially designed instruction goes beyond differentiated instruction and addresses the unique needs that exist because of a student's disability. Specially designed instruction should be implemented in addition to, not in place of, differentiated instruction.

Area of Impact	Specially Designed Instruction (SDI) <i>What the “teacher does” through instructional practices.</i>	Accommodations and/or Modifications <i>What the student will use to access curriculum and make significant progress</i>
Basic Reading	<ul style="list-style-type: none"> -Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding -Visual strategies including word recognition and visual memory for words -Auditory strategies including language structure at the word, sentence, and text level -Fluency strategies -Direct Braille code instruction -Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'n Speak, etc.) -Meaning strategies including word meanings and associations and precision in word usage -Instruction in identifying and pronouncing words and reading fluently orally includes: <ul style="list-style-type: none"> ▪ using content clues; ▪ visual word recognition strategies including environmental print; ▪ word analysis strategies such as prefixes, suffixes, compound words and word derivations; ▪ text management strategies such as rereading/reading ahead, deep reading, skimming/scanning; ▪ decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words; ▪ cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. -Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing) -Direct instruction in accessing alternate formats and associated technology 	<ul style="list-style-type: none"> -Graphic organizers -Prompting and cueing -Recorded materials -Alternate electronic/digitized materials -Oral/visual presentation of materials above independent reading level -Extended time -Large print (specified font size) -Highlighted material -Colored overlays for reading/glare reduction (specified color) -Instructional technologies -Direct/indirect lighting -Photocopied materials on preferred colored paper -Tracking guides -Braille, Braille N' Speak, Refreshable Braille, Type N' Speak -Manipulatives (i.e., letter tiles, flash cards, etc.) -Access to technology (i.e., computer, software, voice-to-text software, etc.) -Limit visual clutter/stimuli -Screen enlargement software or magnifier -Spelling dictionary or electronic spelling aid with speech capabilities -Peer editing, or teacher assistance in the revision process -Chance to correct identified spelling and grammar errors -Audio Books -Assistive devices that translate text to speech—reading pen, Read, Write, Gold, Kurzweil reader, scanner with character recognition software -Videotapes or movies that present the same information -Interactive CDs or computer-assisted training with auditory and visual cues rather than written descriptions. <p><i>Students who are blind or visually impaired may need:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Books-on-tape or large-print versions of text <input type="checkbox"/> speaking computers with books on disk <input type="checkbox"/> books and instructional materials in Braille <input type="checkbox"/> class handouts and materials in an embossed format <input type="checkbox"/> Special tilt-top desk or book stand to hold materials for easier reading <input type="checkbox"/> Specialized equipment—optical enhancer, magnifier, tape recorder. <input type="checkbox"/> Directions and test items read aloud or on audiotape <input type="checkbox"/> Repetition or paraphrasing of the directions <input type="checkbox"/> Important words in the directions underlined or highlighted <input type="checkbox"/> Text to speech technology to communicate directions

Reading Comprehension	<ul style="list-style-type: none"> -Explicit Instruction in how to use graphic organizers -Modeling using Self-regulated strategy development (SRSD) -Instruction in "Cloze" procedures -Mnemonic strategies -Instruction using advance organizers -Instruction using visual prompts -Pre-teaching concepts/vocabulary -Strategy Instruction; for example, LEARN strategy <ul style="list-style-type: none"> • List what you know • Explore what you want to know • Access information • Reflect on what you're learning • Now make connections KWL Strategy <ul style="list-style-type: none"> o List what you know o Tell what you want to know o Tell what you learned -Instruction in verbal summarization -Instruction using open-ended stories -QAR (question, answer, response) strategy -Instruction using choral reading, paired reading, echo reading, visual imagery and story mapping -Direct Instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring -Direct instruction and support for specialized software and equipment -Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts -Instruction in hand/finger skills, tactile discrimination/perception skills -Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps) -Direct Braille code instruction -Direct instruction in functions and use of portable note-taking device (e.g., BrailleNote, VoiceNote, Braille 'n Speak) -Direct Instruction on functions and use of low vision devices (assistive technology for near and distance viewing) 	<ul style="list-style-type: none"> -Recorded books with appropriate pacing Recorded materials Electronic/digitized materials Highlighting -Large print materials/textbooks (specified font size) -Standard text to accompany large print text for colored illustrations/maps Braille Refreshable Braille Braille N' Speak Type N' Speak Reader Paraphrasing -Oral/visual presentation of materials above independent reading level <ul style="list-style-type: none"> Manipulatives (i.e., story strips, etc.) Advance organizers Tactual graphics Visual prompts -Frequent rest breaks to reduce eye fatigue and strain <ul style="list-style-type: none"> Limit visual clutter/stimuli Slant board/stand Note-taking guides Study guides Highlighted study guides -Audio books or assistive technology to support audio version -Sticky notes or highlighter to mark key points in the textbook or manual -List of important vocabulary with definitions -Demonstration of steps and procedures -Guided questions to follow for independent reading -Complex information divided into chunks or sections -Hands-on activities, visual aids, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information
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Written Expression	<ul style="list-style-type: none"> - Explicit instruction in graphic organizers - Modeling using Self-regulated strategy development (SRSD) - Modeling Tactile kinesthetic tracing - Guided Practice through Repetition - Explicit Instruction using advance organizers - Visual and physical prompts and cues - Small group instruction in writing process - Explicit structured approach to sentence writing - Explicit Instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing - Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose - Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) - Direct instruction in mechanics and usage of slate/stylus - Direct Instruction in mechanics and use of Braillewriter/Note taking device - Direct instruction in functions and use of magnification systems - Direct instruction for keyboarding/computer skills 	<ul style="list-style-type: none"> - Assistive technology - Advance organizers - Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) - Journals, logs, notebooks - Rubrics/scoring guides to guide - Editing checklists - Production of written pieces - Mnemonic strategies - Error monitoring, self-monitoring - Webs, diagrams, or charts and outlines to plan and respond to open-ended or essay questions - Highlighting and Color-coded direction words - Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) - Apps like Dragon Dictation and Google Drive Microphone to talk into and write from - Specialized writing utensils (Pencil Grips, 20/20 pens, #1 Lead pencil, bold marker, slate/stylus, etc.) - Specialized writing materials (Braillewriter, portable note taking device, signature/letter guide, typoscope, computer with screen reader/magnification software) - Limit visual clutter/stimuli - Access to technology (i.e., computer, software, tape recorder, voice-to-text software) - Bold line, raised line, Braille paper - Alternate demonstrations of knowledge and skills
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