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## IEP Instructional Planning Guide: Language Arts

**Student:** Katelyn Marsh  
**Disability:** Learning Disability  
**Class:** 6<sup>th</sup> Grade Language Arts  
**Classroom Teacher:** Mr. Abbott

**Overview of Strengths and Needs:** Katelyn is a bright student who enjoys creative writing. She has difficulty with the conventions of writing (grammar, spelling, punctuation, etc.). Katelyn is shy and tends not to participate in class. She does enjoy participating in literature circles when she is with students with whom she feels comfortable. Katelyn has difficulty with organization and following step-by-step directions.

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### Instructional Planning Goals and Progress Markers (P.M.)

#### *Writing*

**Goal:** Given a writing assignment, Katelyn will write a multi-paragraph essay that includes a clear thesis statement, supporting examples and details, and no more than 3 spelling errors.

**P.M.:** Katelyn will select a graphic organizer 100% of the time when preparing a writing draft.

**P.M.:** Katelyn will generate one main idea or thesis statement for the topic 4 out of 5 times.

**P.M.:** Katelyn will be able to generate supporting examples or details for each main idea.

**P.M.:** Katelyn will correctly spell high frequency words and make fewer than 5 errors per multi-paragraph writing assignment.

### Accommodations and Modifications

#### *Accommodations:*

- Use of pencil grips
- Allow student to type homework
- Reduce amount of in-class writing required (e.g., provide a copy of class notes to reduce length of journal entries required)
- Provide a checklist for checking conventions of writing
- Divide long writing assignments into "chunks" with individual due dates; for example, first the graphic organizer is due, then the rough draft, then the paper with teacher checklist, and finally the finished paper
- Write daily agenda and objectives on the board
- Require a homework organizer

*Modifications: (can be delivered by the general educator, special educator, or a related service provider)*

- Work on proper pencil grip
- Provide mini-lessons on grammar, punctuation, and other writing conventions
- Receive specific instruction in spelling at least 3x per week; instruction should include work with high frequency words and instruction in spelling conventions
- Teach specific writing graphic organizers such as Story Maps, Webbing, Compare and Contrast, or Sequence Chain

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### ADDITIONAL ACCOMMODATIONS

- Extended time on tests
  - Use of the computer, if requested by student
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