National Center and State Collaborative

December 2013

Dear Colleagues,

We are happy to provide you with a representative electronic set of the NCSC Instructional Resources for English Language Arts. We have chosen one strand in Reading (informational text) to demonstrate how our resources work together to support implementation of the Common Core State Standards (CCSS) for students with significant cognitive disabilities. This set can support state leaders' understanding of the purpose, use, and content of NCSC resources as you plan for professional development opportunities for teachers in your state.

These resources will be useful to teachers as they transition to instruction based on the CCSS for students who participate in the alternate assessment based on alternate achievement standards. When integrated into state and district plans for professional development, the materials and related training tools will help build the capacity of teachers to better understand the CCSS, to plan and effectively teach this challenging content, and to monitor student progress toward curricular goals.

For easy reference, the order of presentation of the instructional resources in this binder follows the NCSC *Schema for Common Core State Standards Resources*. It does not prescribe the order in which these materials should be presented in trainings. Rather, it is organized to emphasize the purpose and use of the full suite of the NCSC resources as they fit together to support teaching and learning.

Please note that the CCSS and Learning Progression Frameworks (LPF) are not included in this binder. Documents related to these resources can be found on the NCSC SharePoint site under the *NCSC Information for SEAs to use with Districts, Schools and Parents* Tab in Curriculum and Instruction and Professional Development in the Materials for ELA Rollout folder or on the WIKI https://wiki.ncscpartners.org. Other topics in English Language Arts: Reading and Writing (in addition to this sample set on Reading Informational Text) are available on SharePoint. Please contact Jessica McCarrick at jmccarrick@edcount.com if you need assistance with SharePoint.

Thank you,

The NCSC Partners at NCEO, NCIEA, UNCC, UKY, and edCount

This work was supported by a grant from the U.S. Department of Education, Office of Special Education Programs (H373X100002, Project Officer: Susan.Weigert@ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

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Order of Contents

1. The Schema for Common Core State Standards Resources: NCSC Instructional Resources
   Identifies the content (the "what") and the instructional resources (the "how") to plan for and implement instruction based on the Common Core State Standards (CCSS) and includes multiple assessment tools and strategies to monitor student progress.

2. The Text Structure Content Module
   Provides teachers with a deeper understanding of difficult or complex concepts and promotes teacher understanding of these concepts to support effective planning, teaching, and learning. Sample general education lesson plans and assessments are included. Additionally, the modules provide teachers with potential adaptations and modifications to consider when designing materials and instruction for students with the most significant cognitive disabilities.

3. The Graduated Understandings: Instructional Families Reading Informational Text
   Provide visual representations of the areas of curricular emphasis and show the academic expectations (concepts and skills) within and across grades and how these expectations develop over time to promote instruction based on the CCSS.

4. The Graduated Understandings: Element Cards Reading Informational Text (prioritized CCCs)
   Provide a wide range of suggested instructional strategies, supports, and scaffolds to promote instruction of the CCCs and the broader CCSS. Include Essential Understandings that define the necessary knowledge and skills required to successfully address grade-specific academic skills. Provide teachers with a key resource to further support instruction on the CCSS when used as a supplement to and/or in conjunction with other instructional resources.

5. Informational Text Curriculum Resource Guide
   Offers examples of how academic content is taught in general education and ideas for teaching across content areas. Includes assessment examples, instructional ideas embedding real life use, examples of modifications and adaptations for students with specific learning needs, and ways to promote college and career readiness. Covers a range of the CCCs for grades 3 through high school. Includes examples of performance assessments of student knowledge for prioritized CCCs.

6. Universal Design for Learning (UDL) Instructional Units - ELA
   Provide models of universally designed planning and instruction of the CCSS for an entire class of students and illustrates how to target the Core Content Connectors (CCCs) within general education lessons. Includes class-based performance assessments. Offers a model of how to engage all students in well-designed instruction and how to plan for engagement, representation, and expression. This set of materials only includes elementary and middle school units.

7. Informational Text English Language Arts Activities with Scripted Sysetmatic Instruction and Skills Tests
   7.1. The Informational Text English Language Arts Activities with Scripted Systematic Instruction (LASSIs) for Elementary offer intensive, scripted instructional lessons with increasing levels of difficulty for grades 3 – 5 that include evidence-based practices that support targeted CCCs prioritized for assessment. The first steps of the lesson are accessible to students with little to no understanding of the content. The lesson continues building understanding through a target component of the CCC. Real life, hands-on activities suggest how to teach the concept that can be easily set up in most classrooms with inexpensive materials. Includes data sheets that can be used for monitoring progress towards mastery and a skill test to provide students practice responding in a testing context.
      7.1.a. Progress monitoring and skills test

   7.2. The Informational Text English Language Arts Activities with Scripted Systematic Instruction (LASSIs) for Middle School offer intensive, scripted instructional lessons with increasing levels of difficulty for grades 6 - 8 that include evidence-based practices that support targeted CCCs.
      7.2.a. Progress monitoring and skills test

   7.3. The Informational Text English Language Arts Activities with Scripted Systematic Instruction (LASSIs) for High School offer intensive, scripted instructional lessons with increasing levels of difficulty for high school that include evidence-based practices that support targeted CCCs.
      7.3.a. Progress monitoring and skills test

8. The Instructional Resource Guide
   Provides guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with the most significant cognitive disabilities. Helps educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in the MASSIs and LASSIs to teach students targeted skills. Serves as a companion document to the MASSIs (Math Activities with Scripted Systematic Instruction) and LASSIs (Language Arts Scripted Systematic Instruction).

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NCSC SCHEMA for Common Core State Standards Resources

Reposted for NCSC state use on March 27, 2013. All materials in this version have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

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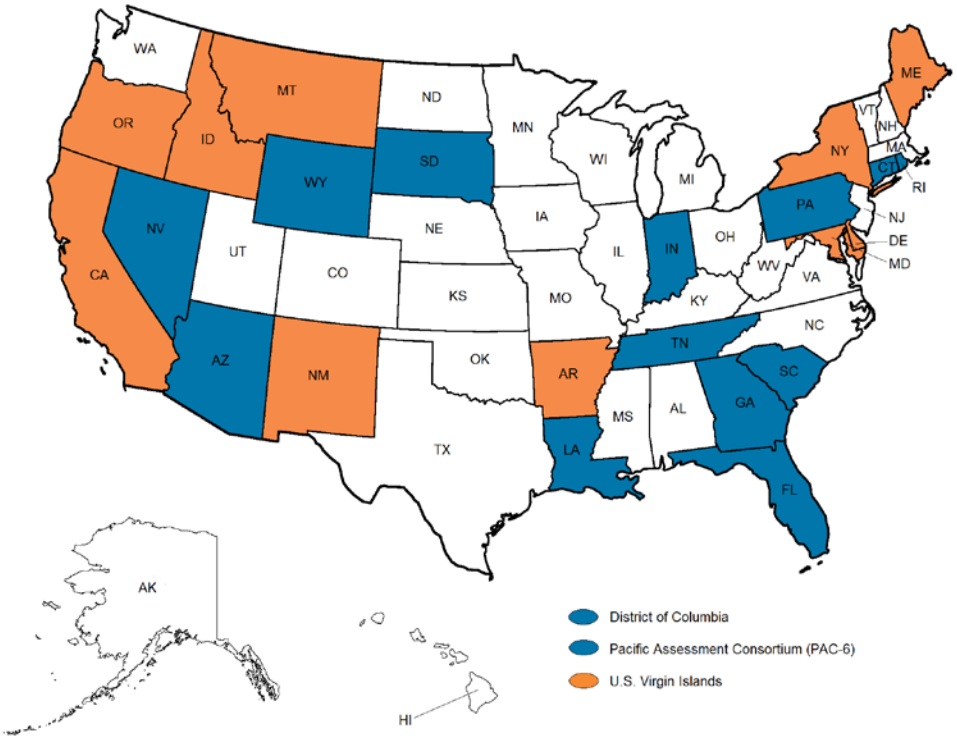
National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)1, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

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NCSC SCHEMA for Common Core State Standards Resources

January 2013

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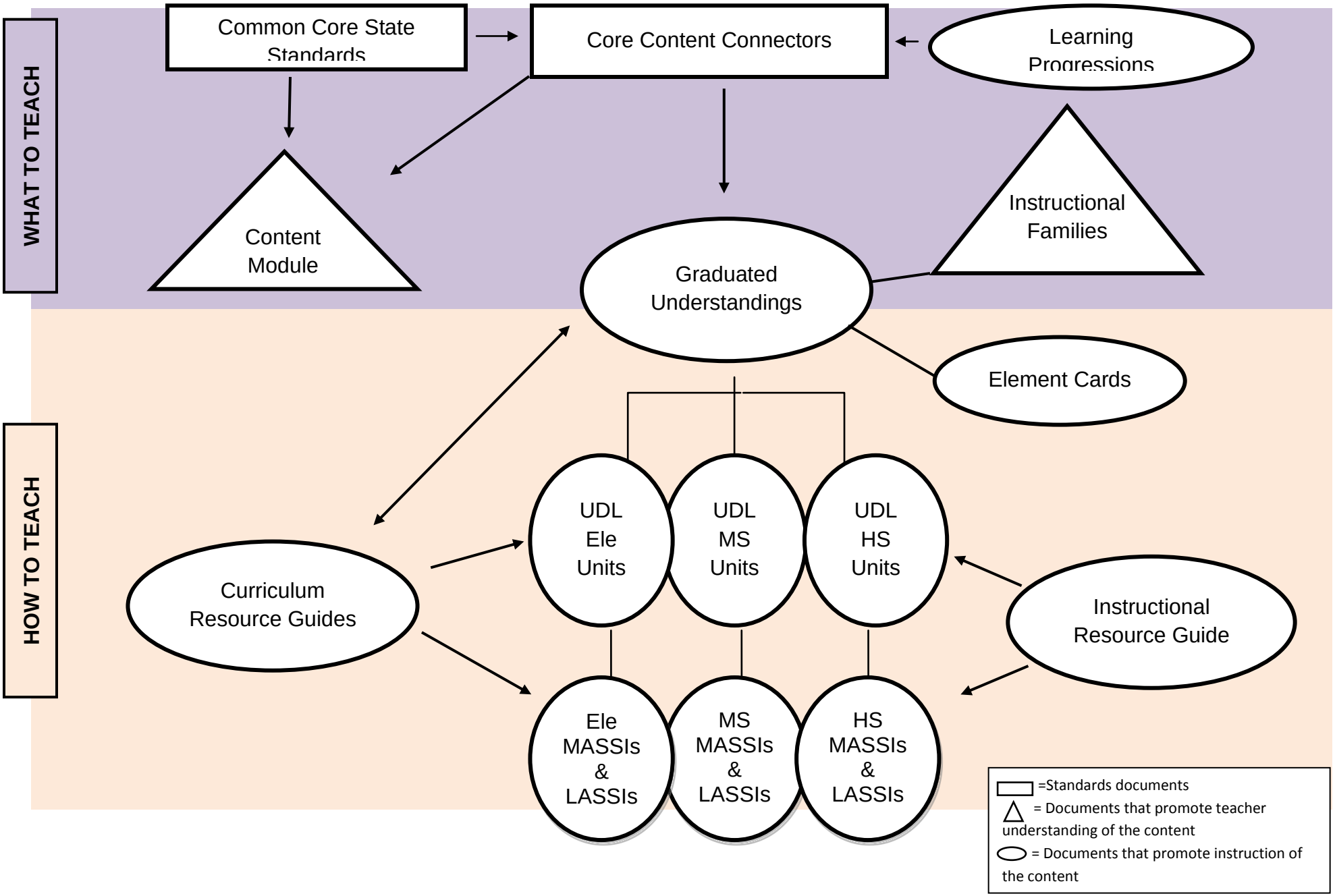
Figure 1. SCHEMA for Common Core State Standards Resources

NCSC Instructional Resources



Explanation of Schema for NCSC Instructional Resources in Mathematics

The NCSC instructional resources provide support for teachers to address the **Common Core State Standards** when teaching students with significant cognitive disabilities who participate in alternate assessment based on alternate achievement standards. Their purpose is to build the capacity of teachers to plan instruction using the **Core Content Connectors (CCCs)**. As the schema in Figure 1 indicates, the Core Content Connectors link to both the Common Core Standards and the NCSC Learning Progressions Frameworks. These connectors have been dually aligned with both the standards and framework. The CCCs retain the grade level content focus of these two resources and are not extended. The CCCs do pinpoint the primary content of the Common Core Standards and organize it in the conceptual model of the **Learning Progressions Framework**. By focusing on the CCCs, teachers will be teaching the Common Core State Standards and promoting a progression of learning.

At first, the CCCs may seem overwhelming and confusing to teachers who do not have extensive training in the content area or who do not have extensive background in adapting the content to students with significant cognitive disabilities. NCSC is preparing a collection of resources to assist teachers in both understanding the content and planning instruction.

Understanding the Content. Two sets of resources are offered primarily to help teachers gain a deeper understanding of the content as they prepare to develop instructional adaptations. The **Content Modules** are an online multimedia resource that provides teachers with a deeper understanding of complex concepts. These make an excellent companion resource when viewing the CCCs. For example, if a teacher is not sure what “nets” are in geometry, a content module can be used to see explanations and examples of nets. The **Curriculum Resource Guides** are a second set of resources for understanding the CCCs. These guides also offer examples of how the content is taught in general education and ideas for teaching across content areas, assessment examples, ideas for real life use, examples of modifications and adaptations for students with specific learning needs, and ways to promote college and career readiness. Each guide covers a range of CCCs for grades 3 through high school. These guides focus on five topics that were derived from the priorities identified by the NCSC Work Group 1 for the Assessment. These guides should support teachers in preparing students for the NCSC alternate assessment. Both the Content Modules and Curriculum Resource Guides were developed by special educators with extensive experience in adapting general curriculum for students with significant cognitive disabilities. These resources have been validated by mathematics content experts for accuracy and by special education teachers for clarity.

Teaching the Content. Teaching requires designing instructional plans at various levels of intensity. The first level of planning should be to promote universal design of learning for all students. The **Units and Lesson Plans** provide models of universally designed

planning for an entire class of students. The Units and Lesson Plans illustrate how to target the CCCs within general education lessons. Examples are provided for planning for engagement, representation, and expression. That is, they offer a model for how to engage all students in well-designed instruction for the Common Core Standards. Many examples are offered for meeting the unique needs of students with significant cognitive disabilities. As all teachers know, even the best plans for a class may not be sufficient for some students to master specific mathematical concepts. The **MASSIs** offer intensive instruction based on evidence-based practices. These "Math Activities with Scripted Systematic Instruction" have several features. First, they target CCCs prioritized for assessment. Second, they offer a guide for instruction with increasing levels of difficulty. The first steps of the lesson are accessible to students with little to no understanding of the content. The lesson continues building understanding through a target component of the CCC. Third, the MASSIs use a real life activity to teach the concept that can be easily set up in most classrooms with inexpensive materials. That is, they bring math word problems to life using a hands-on activity. Finally, the instruction is scripted, making them easy for teachers to use, and include evidence-based practices shown to be effective in teaching mathematics skills to students with significant cognitive disabilities. The MASSIs come with data sheets that can be used for monitoring progress towards mastery and a skill test for practicing responding in a testing context. Neither the Units/Plans nor MASSIs provide everything needed to teach all CCCs at each level. Instead, they provide models for how to teach the content. In contrast, teachers may find they can apply these model plans as a way to get started in teaching the CCCs/Common Core. After teaching the model lesson plan or MASSI, teachers will gain practice in instructional strategies that are effective for teaching general mathematics content. LASSIs will serve the same purpose for ELA content as the MASSIs do for math content. LASSIs are currently in development. Consistent use of instructional strategies that have been shown to be effective when teaching students with significant cognitive disabilities will be crucial to student success. To help support teachers in using these effective teaching strategies, an Instructional Resource Guide provides guidance for teachers by explaining and providing examples on how to use these evidence-based prompting and instructional strategies. The Instructional Resource Guide will serve as a companion document to the MASSIs for teachers to reference quickly and easily and will help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in MASSIs to teach students targeted skills. Lastly, teachers will need to be prepared to teach the CCCs to a range of students with significant cognitive disabilities in a variety of educational settings. **Graduated Understandings** are made up of **Instructional Families** and **Element Cards**. Instructional Families group related CCCs into families (e.g., Counting and Representing Numbers). The Instructional Families allow teachers to view related content within and across grades. Element cards are written for select CCCs at each grade level. Each Element Card contains essential understandings. The essential understandings provide both the concrete and the symbolic (representational) understandings necessary for students to engage in the content described/identified by the CCC or a set of related CCCs. In addition, the Element Cards provide a range of instructional strategies intended to provide teachers with suggestions that will be applicable to a variety of students. Finally, each Element Card includes scaffolds and supports (e.g., use of a calculator or a raised grid) that may be necessary when teaching the content described/identified by the CCC(s).

Why This Content. Preparing all students to be ready for college, career and community opportunities after high school is critical. NCSC promotes the content already determined by the Common Core State Standards to support this goal. The priorities within the content and sequences for learning have been identified by mathematical experts. Some of this mathematical content students will use in their future jobs and life in the community. For example, a baker may need to know how to create a 4x5 array of rolls on a pan and someone who works in shipping may need to make decisions about the volume of a package. Some of the content may make the students better at problem solving in general as students learn to pose math questions and create solutions. Perhaps most importantly, our goal is to promote a full educational opportunity for all students. The challenge ahead is to make the content personally relevant and accessible to each student.

Quality Indicators. In all of the Instructional Resources, the following criteria are applied. Resources are developed, reviewed, field tested, and revised until the team considers them to meet all of these criteria.

Quality Indicators for Instructional Resources
➢ Promote Common Core State Standards o By using the Core Content Connectors ▪ Dually aligned with learning progressions and CCSS ➢ Set high expectations for all students ➢ Apply principles of universal design for learning ➢ Apply evidence-based teaching practices for students with SCD ➢ Use general curriculum resources and general education content experts' review ➢ Offer options for ALL students in the 1% ➢ Reflect same emphasis/ priorities being used for assessment in Work Group One ➢ Provide a teacher-friendly resource that promotes effective instruction

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Text Structure Content Module

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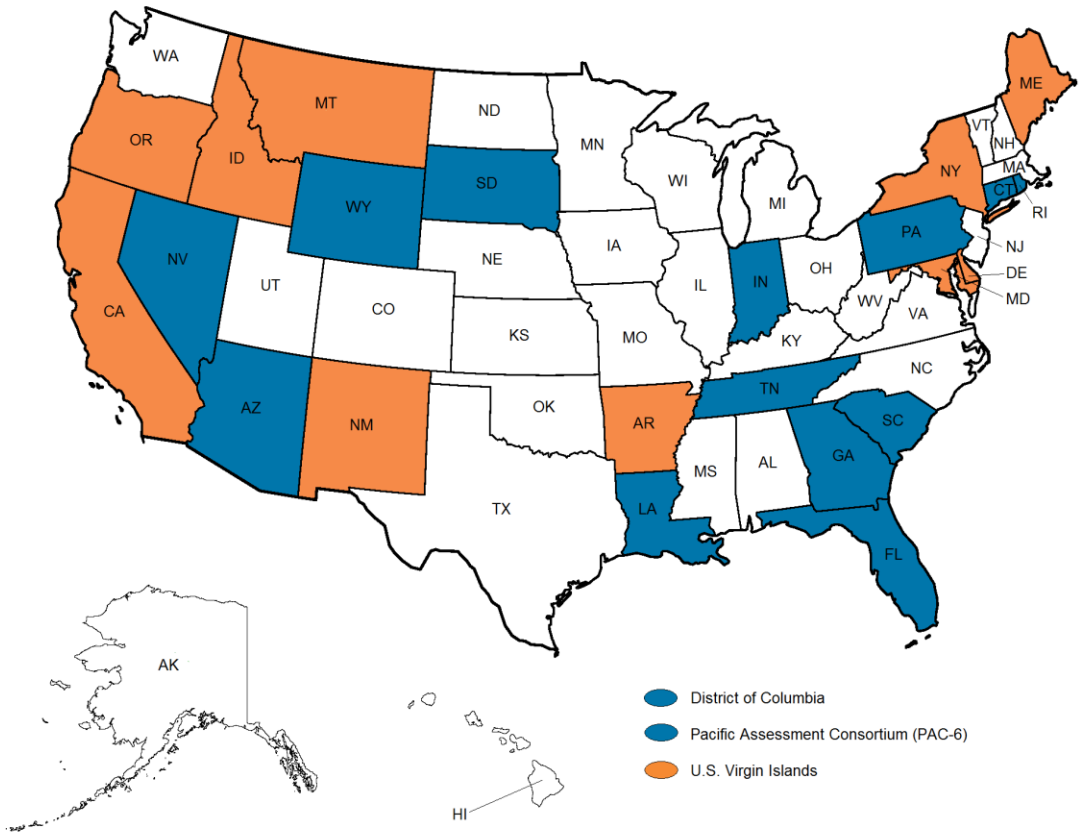

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Text Structure Content Module

July 2013

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Plot the Course

The rationale

Whether reading a story book, an article, a poem or a comic strip, understanding how the text is organized is a lifelong skill readers use to enhance their comprehension. The various ways texts are organized are known as text structures. To develop readers who understand what they are reading, it is essential to help them familiarize themselves with the different ways authors organize their ideas in their writing (Cunningham & Allington, 2011). “Students who are taught to identify the structure of expository and narrative text have been found to have better comprehension than students who have not received such instruction” (Taylor, 1992).

Module Goal

The goal of this module is to provide detailed information on text structures to teachers of students with disabilities at the elementary and middle school level. This module aims to provide teachers with a general overview of these concepts as well as teaching suggestions so that a teacher can begin to plan instruction for these concepts. Additionally, this module provides instructors with potential adaptations and modifications to consider when designing materials and instruction for students with severe disabilities.

Module Objectives

After viewing the content module, teachers will:

1. Be familiar with narrative and informational text structures and text features.
2. Learn instructional strategies for teaching students how to use text structures and text features to locate information and enhance comprehension when reading.

This module is organized using the following sections: Time for Take Off, Floating on Air, and Prepare for Landing. Key vocabulary and an overview of text structures are provided in the “Time for Take Off” section of the module. Connections to the Common Core State Standards and PowerPoint presentations containing information and instructional suggestions for teaching about text structures are shared in the “Floating on Air” component. In “Prepare for Landing”, strategies to review, reinforce, and apply text structures to real world connections are provided.

Time for Take Off

Understanding the vocabulary used with text structures is important for both teachers and students in planning and implementing reading lessons. As a teacher, knowing and using the terms not only ensures your instruction stays true to the content, but will also help with collaborating with other reading teachers or literacy experts. When choosing which vocabulary to teach, it is most important that the teacher selects the most salient, important, or most frequently used vocabulary for each lesson.

Below you will find a list of vocabulary related to this module. It may or may not be necessary to provide instruction for all terms as students may have learned them previously. If you are a secondary teacher and are not confident your students have been taught these vocabulary terms, you may want to review and teach those unknown terms during the focus and review section of your lesson plan.

While providing vocabulary instruction, you may consider including pictures or objects to make the instruction more concrete for students with disabilities (See Ideas to support vocabulary learning below).

Vocabulary

- Narrative text structure – includes the following components to organize narrative text using story grammar.
    - characters – person/persons in a story
    - setting – place where the story happens
    - plot – sequence of events involving characters in conflict situations
    - point of view – perspective from which the story is told
    - theme – moral or big idea of the story
- Informational text structure – includes the following components to organize informational text into predictable structures.
    - cause – something that brings about an action or result
    - effect – occurs as a result of the cause
    - description – providing information about a given topic
    - sequence – a particular order
    - problem – something needing to be solved
    - solution – a way to solve or overcome the problem
    - compare – see how things are similar
    - contrast – see how things are different
- Poetry
    - verse – a line of writing where words are arranged in a rhythmic pattern
    - rhythm – a flow of rising and falling sounds in language that is produced in verse by a regular repeating of stressed and unstressed syllables

    - meter – a systematic rhythm in poetry that is usually repeated
    - stanza – a division of a poem consisting of a series of lines arranged together in usually repeating patterns
- Drama
    - scene – where the action is occurring
    - cast of characters – people in the play
    - setting – place where the story happens
    - dialogue – conversation between two or more people
    - stage directions – provides actors with information about where to stand, how to move or how to react
- Sample text feature vocabulary
    - headings – like a title at the beginning of the text
    - subheadings – subtitles throughout the text that break it into smaller sections
    - glossary – a list of key words found in the text
    - table of contents – a list of chapters usually found in the beginning of a text
    - index – a list of topics usually found in the back of a text
    - captions – explanation or description of a given diagram or image
    - **bold –** darker font made to stand out to the reader
    - *italics* – slanted style font made to stand out to the reader
    - labels – descriptive or identifying word or phrase
    - diagrams – a drawing, sketch or chart that makes the information easier to understand
    - cutaways – showing the top or outside cutaway so the inside parts can be seen

Idea to support vocabulary learning

Use visual representations or actions to explain the various text structures and their terms. For example, the following images may be shared to teach the word ‘setting’.

What are text structures?

Text structures refer to the ways in which information within a text is organized to convey the content. Some texts are organized using more than one text structure. Text structures offer important clues that organize the text in predictable and understandable ways.

When readers interact with the text to create meaning, it is helpful to have an awareness of the organizational structure of what is being read. For instance, students learn to be aware of cues that alert them to specific text structures such as main idea and details; a cause then its effects; and/or different points of view. Teaching students to recognize common text structures can help them focus their attention on key concepts and relationships, anticipate the content of what they will read, and monitor their comprehension. Additionally, when students are aware of the text structures, they connect information with their prior knowledge, increase their reading speed, and retain information better. Finally, students who develop an understanding of text structure are more likely to apply their knowledge to their own writing.

Floating on Air

Depending on the genre of text (i.e., narrative, informational, etc.), there are common text structures that are used to organize the information being presented. Before you can begin teaching your students about text structures, it is important that you first have a deep understanding of the information. Some of the concepts may be familiar to you. Below is a list containing Standard R.L.5. and R.I.5. from the Common Core State Standards for grades K-8. You will also find a series of PowerPoint presentations containing information, examples, and instructional suggestions about each of the different text structures below the chart.

ELA Common Core State Standard 5: Text Structure - Grades K-8

K	R.L.5. Recognize common types of texts (e.g., storybooks, poems). R.I.5. Identify the front cover, back cover, and title page of a book.
1	R.L.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. R.I.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2	R.L.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. R.I.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3	R.L.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. R.I.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	R.L.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. R.I.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5	R.L.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. R.I.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6	R.L.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. R.I.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

7	R.L.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. R.I.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
8	R.L.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. R.I.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Check for understanding. Click on each PowerPoint below.

[Insert Narrative Text Structure Power point here]

[Insert Informational Text Structure Power point here]

[Insert Teaching Text Structure Power point here]

Great! Now that you have viewed the PowerPoint presentations, the next section will provide some ideas to consider when planning for Universal Design for Learning.

Narrative Text Structure

"A key to comprehending narrative is a sense of plot, theme, characters, and events, and how they relate….Teaching students to attend to the organization of a well-formed story…improves not only comprehension but also the quality and creativity of stories the students compose."

- Fitzgerald & Spiegel, 1983

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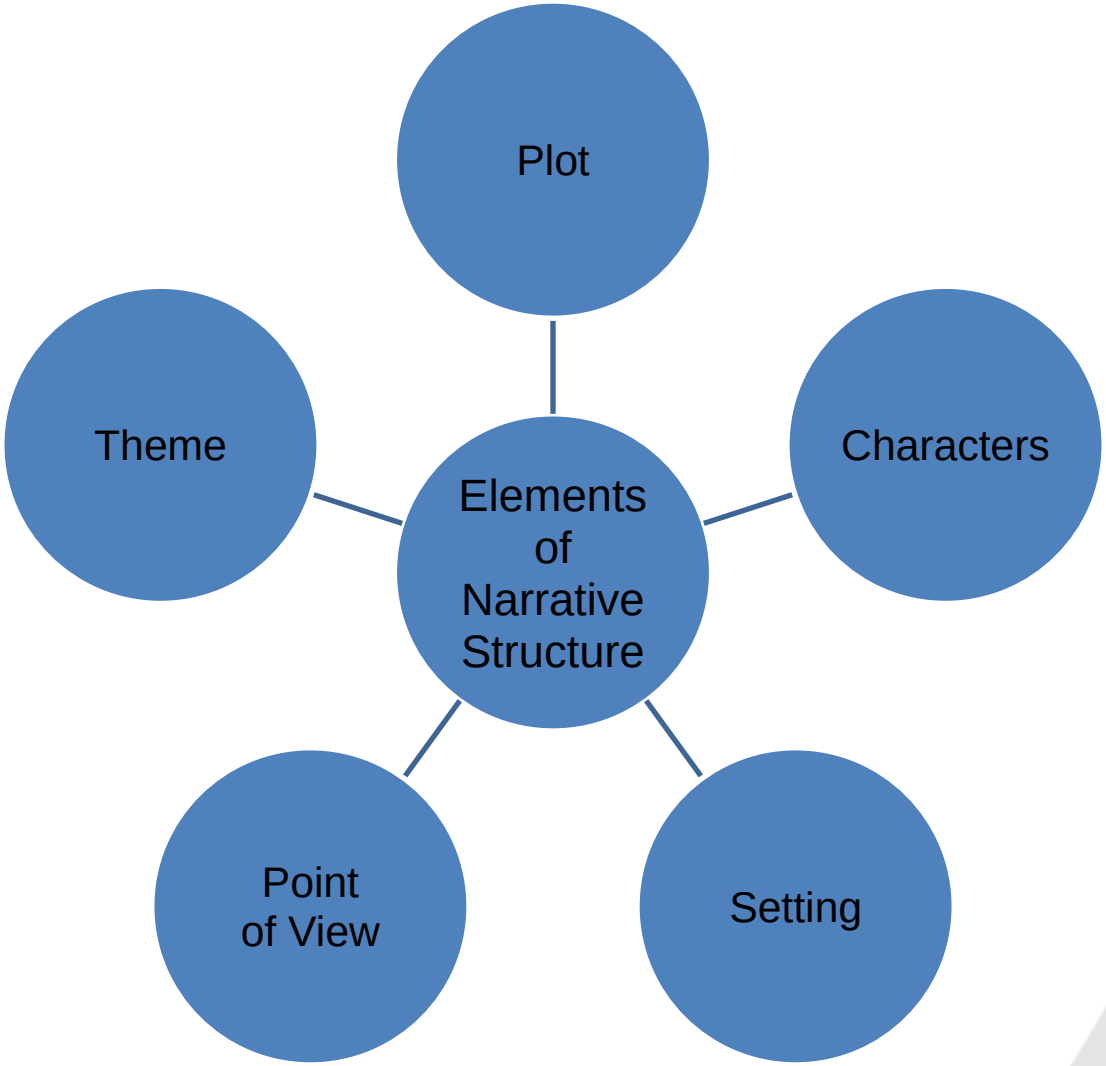
5 Elements of Narrative Structure



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Plot

- Sequence of events involving characters in conflict situations.

- *Plot* is based on the goals of one or more characters and the processes they go through to attain these goals.

- Beginning, middle, end

  OR

- Introduction, problem, and resolution

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Plot Development

1. **A problem:** Usually presented at the beginning of the story

2. **Roadblocks:** Throughout the story, characters face roadblocks as they attempt to solve the problem

3. **The high point:** When the problem is about to be resolved

4. **Solution:** The problem is solved and the roadblocks are overcome

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Plot Story Frame

In this story, a problem begins when _____

After that, _____

Next _____

Then _____

The problem is solved when _____

The story ends when _____

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Help students understand the plot

- Look for the information included in the introduction of a story: time, place, circumstances, main characters.
- Look for the series of incidents where main characters go about achieving goals.
- Call attention to how the goals are achieved or not achieved in the conclusion, and the high point of the action.
- Make time lines of the story.

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Characters

- The people or personified animals who are involved in the story.
- Fully developed characters have many character traits
    - Appearance
    - Action
    - Dialogue
    - Monologue

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Character Analysis Frame

In the story _____ by _____ the major character is _____ who is _____

Another main character is _____

The problem that the major character faces is that _____

The story ends with _____

The lesson I learned from reading was that __

_____

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Help students identify characters

- List characters, noting physical and personality traits.
- Point out how authors reveal personality traits through character thoughts, behavior or language.
- Identify the main characters' goals and how these goals guide the story.

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Setting

Components of setting:

- Location
- Weather
- Time Period
- Time of Day

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Setting Frame

This story takes place _____

_____

I know this because the author uses the words

_____

_____

Other clues that show when and where the story take place are _____

_____

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Help students identify key aspects of setting

- Find words and phrases that signal the time and place a story occurs.
- Read the beginnings of stories aloud noting the clues for time and place.

Point of View

First Person

- Story is told through eyes of one person
- Reader experiences story as the narrator views it
- Found mostly in picture books

Third Person

- Used so readers can know the viewpoint of one character
- The author is godlike: sees and knows all
- Found mostly in chapter books

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Theme

- The underlying meaning of a story.
- Truths about human nature.
  - Characters' emotions and feelings
  - They can be explicit (stated openly) or implicit (suggested)

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Strategies to Teach Narrative Text Structure

- Story Map Graphic Organizers
- Probable Passages
- Story Impressions

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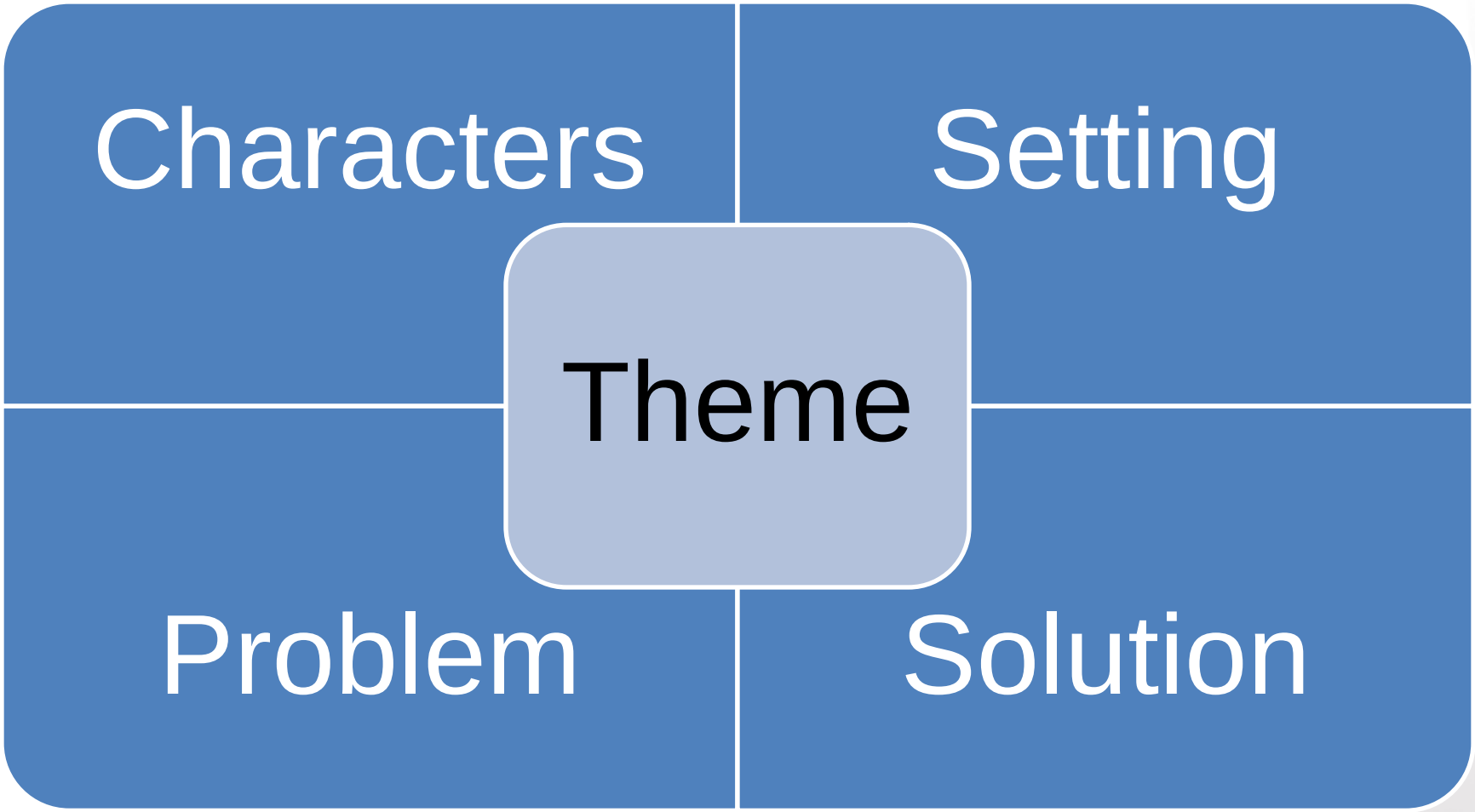
Story Maps



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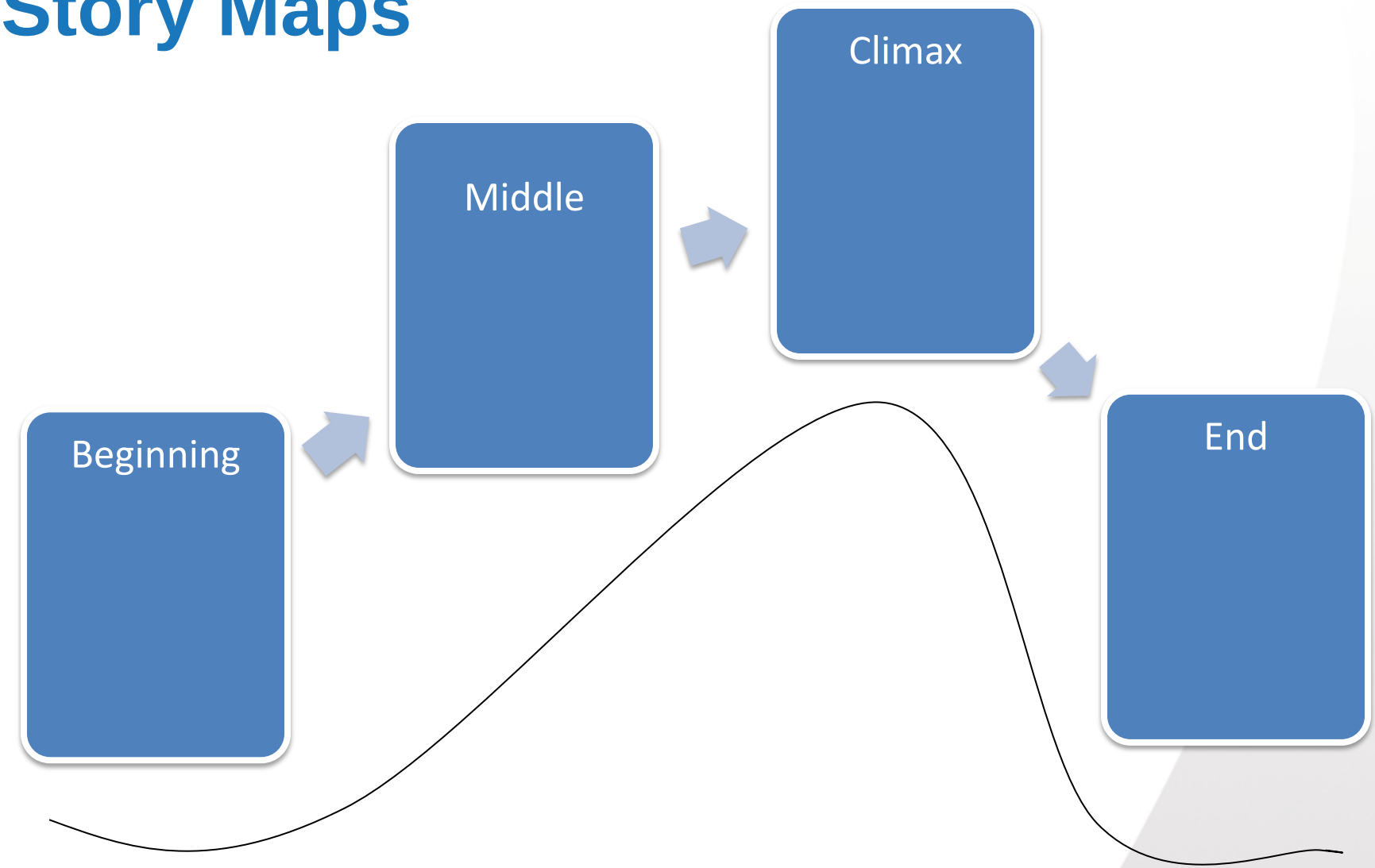
Story Maps



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Probable Passages

- Probable passages is a strategy that encourages students to predict the content of selections to be read.
- They create a predictive passage and then revise it based on their understanding of key elements of story structure.

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Probable Passage Template

Name _____ Date _____

Probable Passages Concept Frame

Setting Character Problem Solution Ending

Passage Form

The story takes place _____ _____ _____.
_____ is a character in the story who _____.
A problem occurs when _____-_____ .
After that, _____ .
Next, _____.
The problem is solved when _____.
The story ends with _____.

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Step 1: Activating Prior Knowledge

- Ask students to identify story elements from previous books they have read
  - Where and when did the story take place?
  - What happened as a result of the character's actions
- Have students discuss how the characteristics of the story helped them to understand the story
  - How did you learn about the characters?
  - How did you gather information about the setting?

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Step 2: Before Reading Word Categorization

- Predetermine terms that are significant to students' comprehension of the story
  - Relate to elements of the story
  - Unknown words
- Discuss what the words mean and how they are related
- Students collaborate and place the words under the correct frame

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Teacher Selected Key Terms from *Chrysanthemum* by Kevin Henkes

- Chrysanthemum
- school
- Victoria
- unhappy
- perfect
- dreadful
- tease
- flower
- parents
- Mrs. Twinkle
- name
- baby

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Key Terms from *Chrysanthemum* Categorized by Story Elements

Setting	Character	Problem	Solution	Ending
school	Chrysanthe-mum Mrs. Twinkle Parents Victoria	dreadful unhappy tease	perfect name	flower Baby

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Step 3: Before Reading Completion of Story Frame

- Students now apply their understanding of story grammar by filling in the story passage frame using the categorized terms
- Be sure to model and think aloud to scaffold the process for students

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Sample Before Reading Story Frame for *Chrysanthemum*

The story takes place at home after school.

Chrysanthemum is a character in the story who is dreadfully unhappy because she is being teased.

A problem occurs when Chrysanthemum goes to play with her friend Victoria.

After that, her parents tell her she should be doing her homework for Mrs. Twinkle.

Next, Chrysanthemum and Victoria try to come up with a name for her baby sister.

The problem is solved when they decide to go outside and play. They see pretty flowers and decide it would be perfect to name the baby after one of the flowers.

The story ends with the girls deciding to name the baby Daisy.

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Step 4: Read the Selected Text

- Students read the selected text and make continuous comparisons between their predictions and what actually happens in the story

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Step 5: After Reading Revision of the Story Frame Example

The story takes place at school.

Chrysanthemum is a character in the story who loves her name and thinks it is absolutely perfect because her parents tell her so.

A problem occurs when Chrysanthemum goes to school and Victoria and the other students tease her and tell her she is named after a flower.

After that, she thinks her name is dreadful and she is unhappy with her name.

Next, Chrysanthemum meets the new music teacher, Mrs. Twinkle.

The problem is solved when Mrs. Twinkle tells the class that she is also named after a flower, a delphinium, and if she has a baby girl, she will name her Chrysanthemum.

The story ends with Chrysanthemum thinking her name is not dreadful, but absolutely perfect.

Story Impressions

1. Provide introduction: “Today we’re going to make up what we think this story could be about.”
2. Direct students to the list of key concepts by saying, “Here are some clues about the story we’re going to read. We’re going to use these clues to write our own version of the story. After that, we’ll read the story together to see if the author had ideas similar to ours.”
3. After student read through the list of clues, brainstorm and record how the ideas might connect.
4. Using the brainstormed ideas, a class story is developed that ties together the clues.
5. The students read the author’s actual story and discuss how their story compares.

Sample Story Impression Word List for *Make Way for Ducklings* by McCloskey

Mr. & Mrs. Mallard	Policeman
Public garden	Ducklings
Peanuts	Swim
Hatched	Waddled
Highway	Speeding Cars
Family of Ducks	Live

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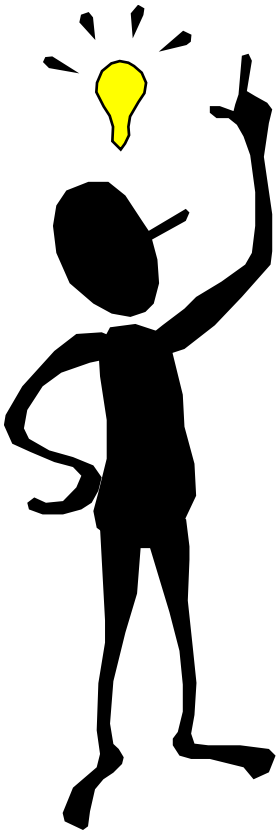
Review



You have learned about the various narrative text structures and explored some possible graphic organizers and strategies for teaching these text structures.

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Your Turn!

Now ask yourself:

- What are the common text structures for narrative text?
- What are some effective ways to teach students the organization of narrative text?

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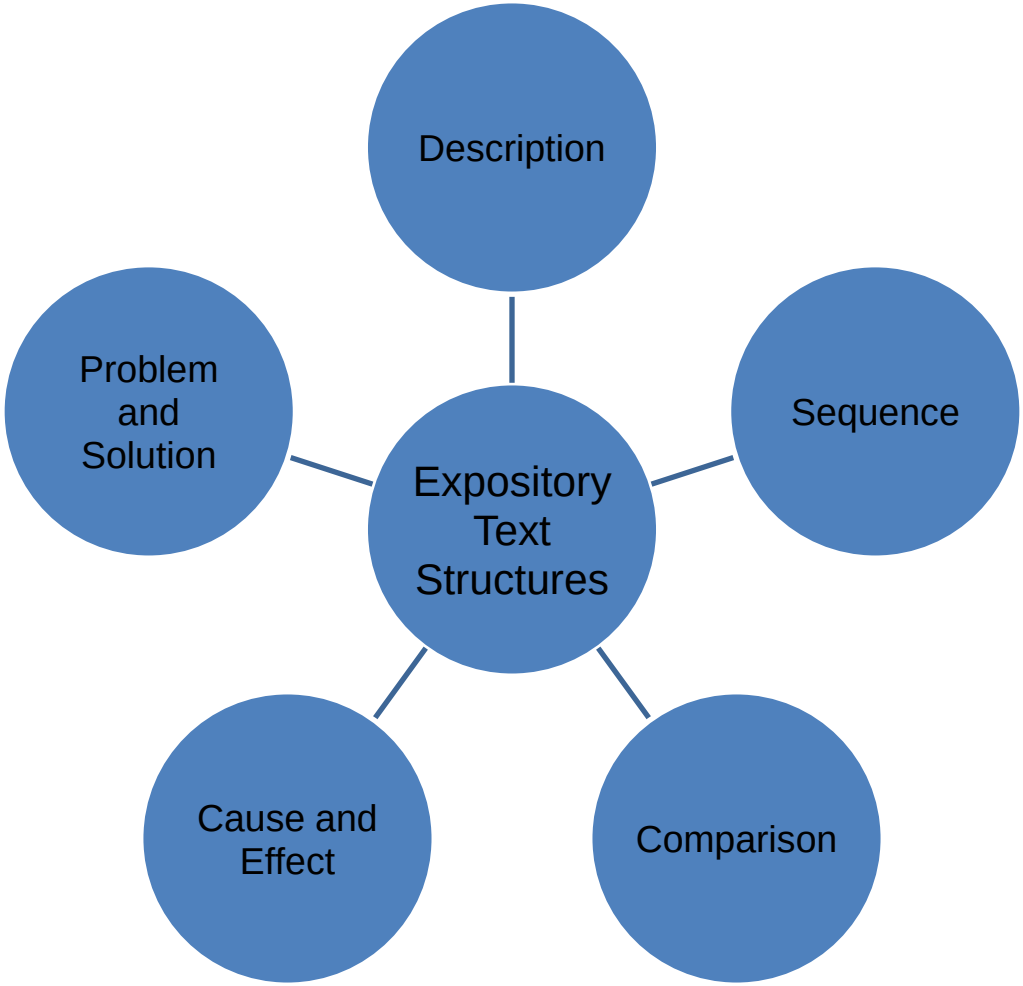
Check for Understanding

- What are the common text structures for narrative text?
  - Plot, characters, setting, point of view, theme
- What are some effective ways to teach students the organization of narrative text?
  - Story map graphic organizer, Probable Passage, Story Impressions

Common Expository Text Structures



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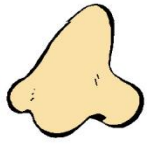
Text Structure

Description

A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

Sounds like...

Smells like...



Looks like...

Feels like...

Examples

Tastes like...

Signal Words

for example, for instance, specifically, in particular, in addition

Image by Beth Newingham www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

Description

The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.

Focus is on one thing and its components.

Example

Many things must be taken care of to get ready to go back to school. **For example**, one thing to do is prepare your classroom. **Another** is to organize your materials. The **most important** thing to do to be ready to go back to school is plan engaging lessons for students.

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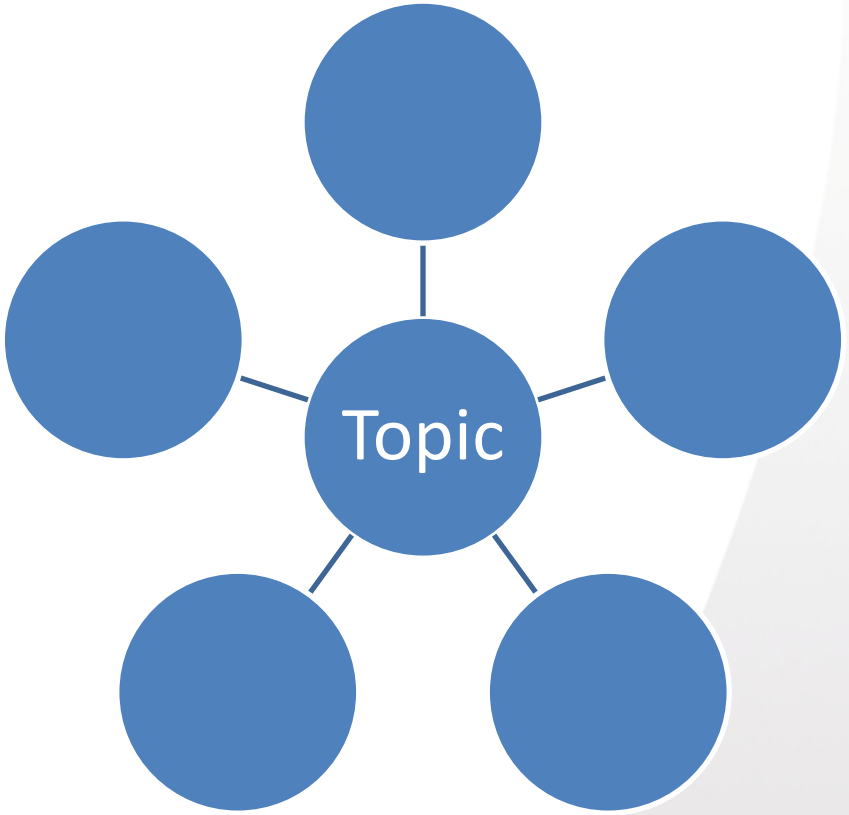
Description

Signal Words

- For example
- Characteristics are
- Such as
- Looks like
- Consists of
- For instance
- Most important
- *Look for topic word (or synonym) to be repeated throughout the text.



Concept map

Description Question Stems

- What specific person, place, thing, event, or concept is being described?
- How is the topic described? (How does it work? What does it do? What does it look like? Etc.)
- What are the most important attributes or characteristics?
- How can the topic be classified? (For example, a robin can be classified as a type of bird.)

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Description Paragraph Frame

A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____.

_____ has several characteristics. One characteristic is _____. Another is ___, which is important because _____.

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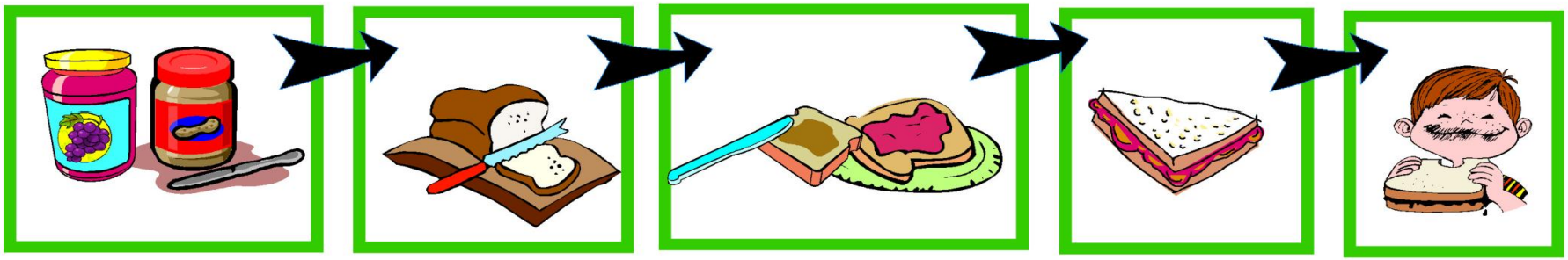
Sequential

Describes events in order or explains the steps one must follow to do something or make something



Signal Words

first, second, next, last,
another, then, finally,
after that, before

Image by Beth Newingham www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

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Sequence

The author lists items or events in numerical or chronological order.

Describes the order of events or how to do or make something.

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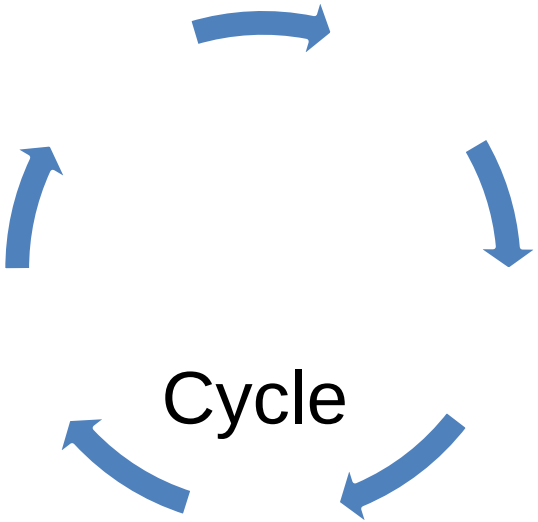
Sequence

Signal Words

- First, second, third
- Next
- Then, after
- Before, prior to
- Not long after
- While, meanwhile
- Simultaneously
- At the same time
- Following
- Finally
- At last
- In the end
- On (date)
- At (time)
- Directions

Timeline



Steps/Directions

1.
2.
3.
4.
5.

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Sequence Question Stems

- What sequence of events is being described?
- What are the major events or incidents that occur?
- What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)
- What is the beginning event?
- What other events or steps are included?
- What is the final outcome, event, or step?

Sequence Paragraph Frame

Here is how a _____ is made. First, _____. Next, _____. Then, _____. Finally, _____. On (date) _____ happened. Prior to that _____ was _____. Then _____. After that _____. In the end, _____.

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Text Structure

Compare and Contrast

Shows how two or more things are alike and/or how they are different

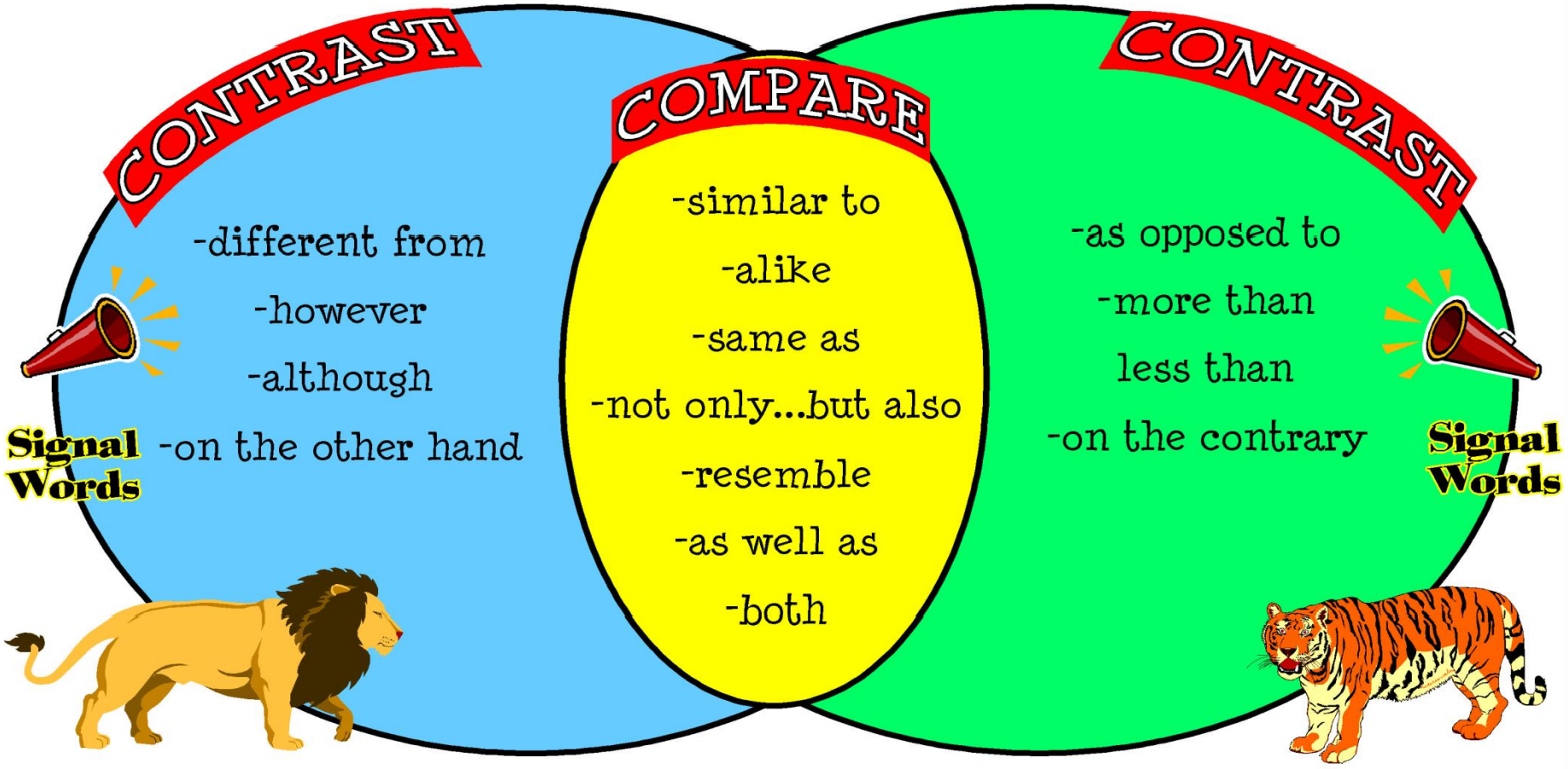

Image by Beth Newingham www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

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Compare/Contrast

The author explains how two or more things are alike and/or how they are different.

GUY GEAR: SNOWBOARDS

SNOW BUSI

Choosing the right snowboard is easy. Olympian Ross Powers tells you how.

"It feels like a mix of surfing, skateboarding and wakeboarding on the snow." That's how Ross Powers, Olympic champion snowboarder and former Scout, describes his sport.

Snowboarding could be about the most fun you can have in the snow. But before you can start sliding down the slopes, there are a few things you should know about buying a snowboard.

THE LOWDOWN

There are snowboards designed for all sorts of riding. The two main types are freeride and freestyle. Freeride snowboards are made for riding all over the mountain in a variety of snow conditions. Powers's favorite, freestyle snowboards, are made for doing skateboard-type tricks. Most ski resorts now have special snowboard parks with rails, jumps and half-pipes, which are like huge skateboard ramps shaped out of snow.

PRICE Once you figure out what sort of riding you think you want to do, pick a price range. Entry-level boards start around $200, but you can find used boards in the newspaper classifieds for less. Usually the more expensive boards ($500-plus) are superlightweight and designed for advanced riders. A great way to test-drive different types of boards is to rent a board when you go for your first lesson. The prices listed here are manufacturer's suggested retail (MSRP). You can often find new gear much cheaper in local shops and online.

LENGTH "Your board should come up to your chin or so," Powers says. "If you're going to be in powder, you're going to want a longer length. If you're just playing around in the park on rails you'll want something smaller that's easier to handle and turn quickly." Snowboards are measured in centimeters. For example, a rider who's 5 feet 4 inches might want to ride a board that's 140 to 145 centimeters long.

WIDTH "Get a board that's wide enough so your boots don't hang over the edge too much," Powers says. If your boots hang over you'll catch the snow and wipe out. To find the right width, stand on the board with your feet in the bindings. Your feet should be just about flush with the edge of the board.

28 BOYS' LIFE ✚ NOVEMBER 2003

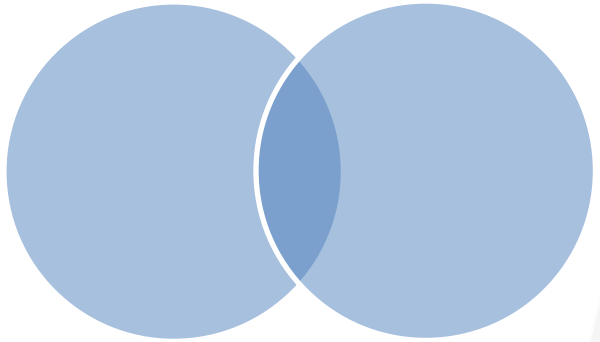
Image from Boys' Life, Nov. 2003, www.boyslife.org/wayback/#issue=XvwDAAAAMBAJ

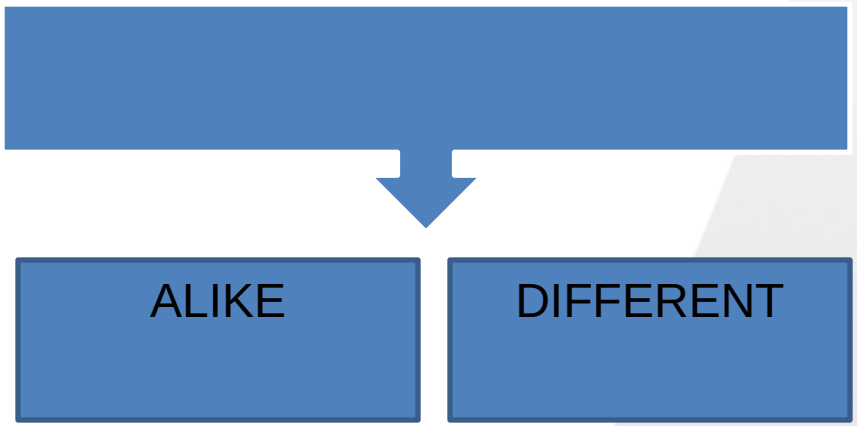
Compare/Contrast

Signal Words

- Differs from
- Similar to
- In contrast
- Alike
- Same as
- As well as
- On the other hand
- Both
- Either, or
- Not only, but also
- Yet, although, but,
- However
- On the other hand
- * Also look for “- est” words: best, fewest, tallest, etc.

Venn Diagram





T Chart

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Compare/Contrast Question Stems

- What items are being compared?
- What is it about them that is being compared?
- What characteristics of items form the basis of the comparison?
- What characteristics do they have in common; how are these items alike?
- In what way are these items different?

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Compare/Contrast Paragraph Frame

_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only ____ is the _____-est.

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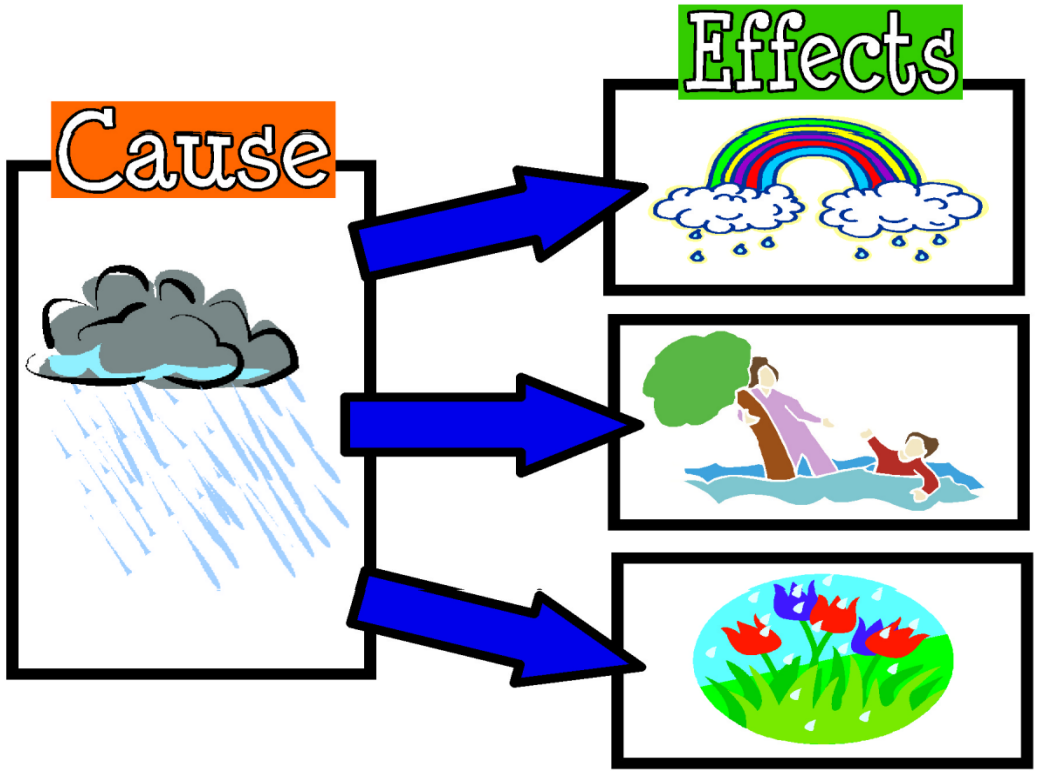
Text Structure

Cause and Effect

Shows relationship between cause (event) and effect (what happened because of the event)



Signal Words

consequently
therefore
as a result
reason why
because of
may be due to

Image by Beth Newingham www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

Cause and Effect

The author lists one or more causes or events and the resulting consequences or effects.

Effect = What happened?

Cause = What made it happen?

Purpose is to explain why or how something happened, exists, or works.

*Often there will be an “if/then” pattern

16

Who Will Save the Rain Forest?

The rain forests are rapidly disappearing. Already about half of the world's rain forests have been destroyed. Loggers have cut down huge amounts of rain forest land. Ranchers have burned enormous areas of the forest to create grazing land for cattle. Governments have encouraged poor people from crowded cities to move to the forest and practice slash-and-burn farming. This method of cultivation works when small groups of people do it. But it is disastrous when practiced by large numbers of farmers who have to move on to new land every two or three years.

Every year, an area almost the size of Washington State is lost. And it's

Paiakan is chief of the Kayapó people of Brazil. Early encounters with loggers and other developers of the rain forest convinced him that his people's way of life was threatened. At first, Paiakan led his people deeper into the forest. Then realizing there was no escape from the developers, he left the rain forest to preach the necessity of preserving the land. He even went on tour with the rock star Sting to bring his message to the world.

Chico Mendes was a rubber tapper in the Amazon rain forest. With others, he collected rubber from trees that grow wild in the forest. He organized tappers and Indians to resist the wealthy landowners who wanted to clear the land for cattle ranching. In 1988 Mendes was killed by his enemies.

Think Piece! What can you do to help save the rain forests?

Eco-tourists who want to see the rain forests before they all disappear bring cash to rain forest countries and do little harm to the environment.

Burning rain forests releases huge amounts of carbon dioxide into the air. Carbon dioxide traps the sun's heat in the atmosphere. The result is what scientists call "the greenhouse effect." The long-range effect could be a warmer planet. If this happens, eventually polar ice caps will melt, sea levels will rise, and port cities of the world would be in danger of "drowning."

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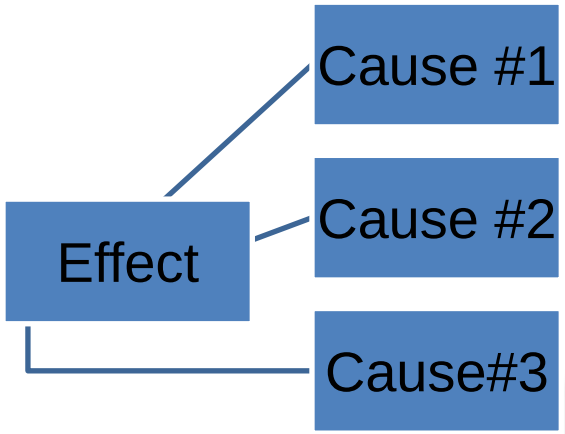
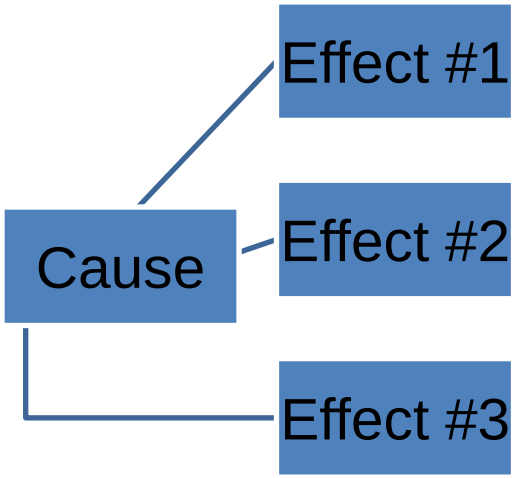
Cause and Effect

Signal Words

- Reasons why
- Reasons for
- If…then
- As a result of
- Therefore
- Because of
- So
- Since
- In order to
- Leads or leads to
- Effects of
- Caused by
- Result
- Outcome
- Impact
- Influenced by
- Brought about by





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Cause and Effect Question Stems

- What happened?
- Why did it happen? What was the reason for…?
- What was the effect(s) of the event? What happened as a result of…?
- What were the results or outcomes caused by the event?
- In what ways did prior event(s) cause or influence the main event?
- Will this result always happen from these causes?

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Cause and Effect Paragraph Frame

The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____. The cause of _____is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____. The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it is important that _____.

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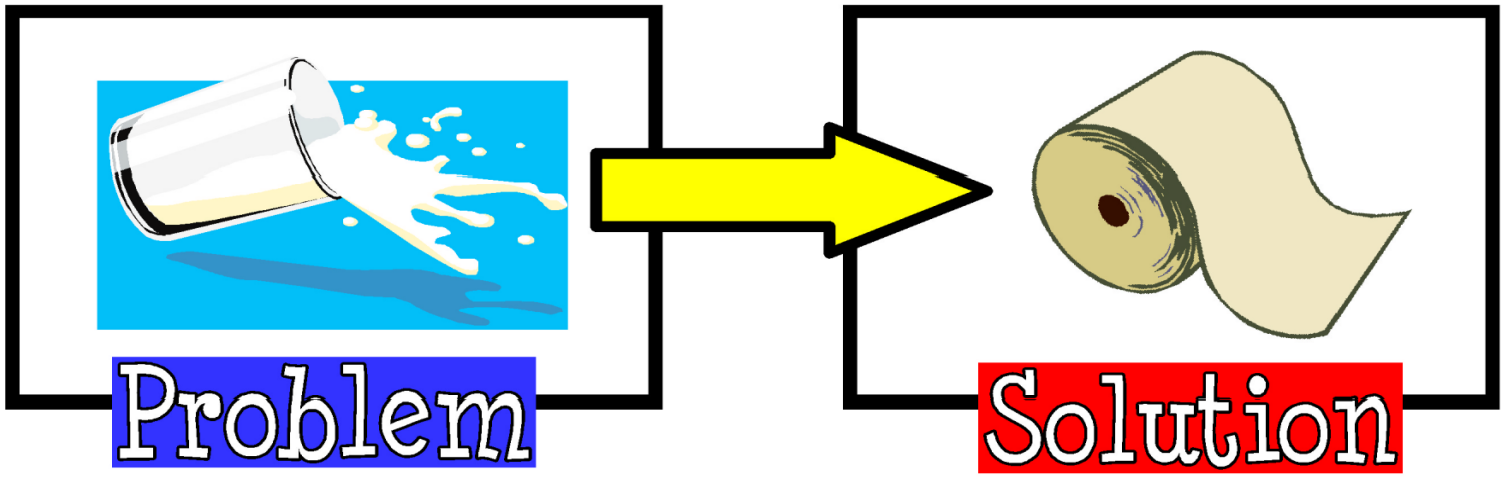
Text Structure

Problem and Solution

Tells about a problem and then gives one or more solutions



Signal Words

consequently, therefore, as a result, thereby, leads to, because of

Image by Beth Newington www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources

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Problem and Solution

The author states a problem and lists one or more possible solutions to the problem.

May also include the pros and cons for the solutions.

Ask Amy | AMY DICKINSON

Tell in-law she can help by listening

Dear Amy: Our child has leukemia and is in treatment. Despite all that is happening, my husband and I keep our emotions under control. We give our children a feeling that life can be normal for all of us. We have more than a year to go before the treatment ends, and my days are filled with fear. Everyone in our family talks to us about it. They are concerned and understanding.

Every time I talk to my mother-in-law, she says things such as, "Before you know it, treatment will be over. Life has been very good to you." I feel very hurt. Are my husband and I not entitled to say that we fear what might happen?

I need advice on how I can talk to my mother-in-law and put some sense into her without hurting her feelings.

Hurt

Dear Hurt: Surely what you are going through is every parent's nightmare. The people around you should listen and be supportive without trying to jolly you along, as your mother-in-law seems to do.

However, try to understand that very few people know how to react to someone else's frightening news. One immediate and common reaction seems to be: "Don't worry because everything's going to be all right." But sometimes the thing you need to hear is: "Oh, my. I'm so sorry. I can't imagine how you must be feeling."

Your mother-in-law might come around if you draw her in a little by saying, "We really need you right now. Sometimes I just need someone to listen without trying to make me feel better. Because having you simply listen is what makes me feel better."

Give your mother-in-law a job in which she can channel her optimism into helping out. Perhaps she can take on duties such as taking your other children to after-school activities.

The Leukemia and Lymphoma Society (www.leukemia-lymphoma.org) has a database of support groups throughout the country. Your son's medical team could also refer you to a local group of similarly affected families. They will understand you in a way that others can't.

Don't call me 'mom'

Dear Amy: I need to write about a pet peeve of mine. It first happened when my son was born. People in the medical profession began calling me "Mom." Even though they had my name right there in the chart, it became: "Mom, we are going to do so and so," "Mom, sit here." I hate this! To me, the name "mom" is sacred. I am not their mom!

I am a registered nurse. I was taught in nursing school to call patients and their families by their last names unless otherwise directed. No "Honey" or "Sweetie" or other familiarities.

Mom to Only Three

Dear Mom: I share your pet peeve. My theory is that many "moms" don't share a surname with their children. When a nurse has a chart with the child's name on it, he or she resorts to "mom" rather than make a mistake.

When this happens to you, the best you can do is to interject to say, "Hi, I'm Jenny Smith. Brendan is my son. You may call me Jenny."

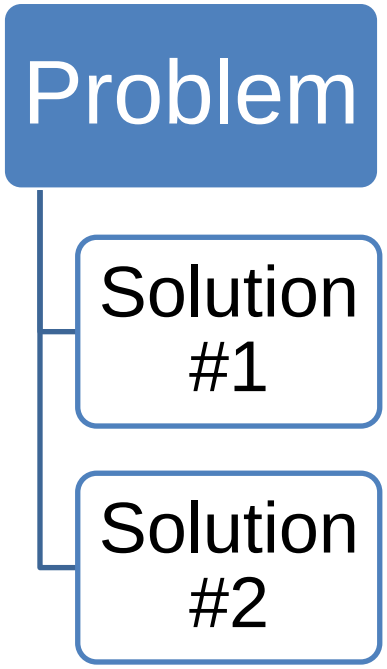
Ask Amy: askamy@tribune.com; Ask Amy, Chicago Tribune, TT500, 435 N. Michigan Ave., Chicago, IL 60611.

Photo credit: Amy Dickinson, askamy@tribune.com: Ask Amy, Chicago Tribune, TT500, 435 N. Michigan Ave. Chicago, IL 60611

Problem and Solution

Signal Words

- Problem is…
- Dilemma is…
- Puzzle is…
- Solved
- Question
- Answer
- Because
- Since
- This led to
- The main difficulty
- One possible
- solution is…
- One challenge…
- Therefore,
- This led to, so that
- If…then, thus



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Problem and Solution Question Stems

- What is the problem(s)?
- Who had the problem?
- What is causing the problem?
- Why is this a problem?
- What is wrong and how can it be taken care of?
- What solutions are recommended or attempted?
- What can be improved, changed, fixed, or remedied?
- What are the pros and cons of the solutions offered?

Problem and Solution Paragraph Frame

_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____. As a result, _____. The problem of _____ really boils down to the issue of _____. In the past, the common solution was to_____. However, this was only effective in terms of _____. There are now other solutions that might work. One option would be to _____.

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Your Turn!
Read the paragraph and identify the text structure.

Wild chimpanzees are rapidly disappearing. Some people are trying to solve this problem. Otherwise, chimpanzees may one day exist only in zoos. People are trying to save the rain forests and woodlands where the chimps live from being cut down. It will take many people working together to solve this problem.

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Check for Understanding

Did you identify the text structure as problem and solution?

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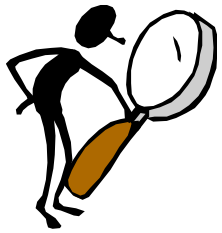
Your Turn!
Look for signal words and clues.



Wild chimpanzees are rapidly disappearing. Some people are trying to solve this problem. Otherwise, chimpanzees may one day exist only in zoos. People are trying to save the rain forests and woodlands where the chimps live from being cut down. It will take many people working together to solve this problem.

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Check for Understanding: Did you identify the following signal words and clues?

Wild chimpanzees are rapidly disappearing. Some people are trying to solve this problem. Otherwise, chimpanzees may one day exist only in zoos. People are trying to save the rain forests and woodlands where the chimps live from being cut down. It will take many people working together to solve this problem.

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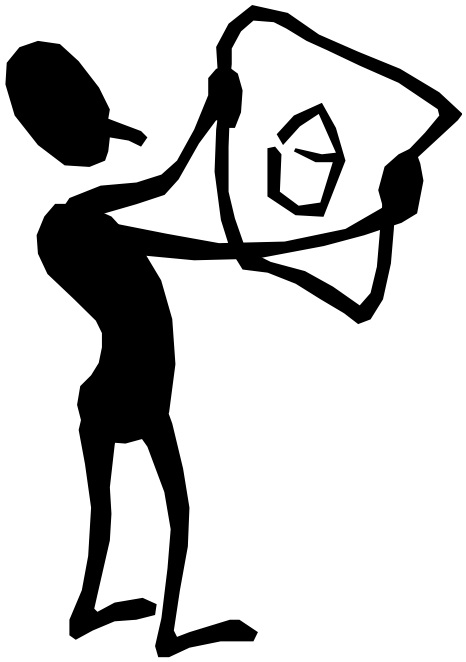
Your Turn!
What might a graphic organizer look like to represent this information?



Check for Understanding: Did your graphic organizer look like this?

Problem:

Chimps are rapidly disappearing.

- Solution #1: Save the rain forests and the woodlands.
- Solution #2: Many people working together.

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Informational Text Structure Study

1. Introduce and work on a **single** text structure for at least 3 or 4 sessions.
2. Prepare short passages for the text structure you are working on.
3. Highlight and emphasize the signal words and phrases.
4. After students are familiar with signal words and phrases, ask them to find these clues in the text. Ask them to point out the text structure being used.
5. Have children write their own paragraphs using the signal words and phrases for each text structure.

(Akhondi, Malayeri, & Samad, 2011)

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SQ3R

- Survey what you are about to read…
- Think about the title
- Glance at the headings and skim first sentences
- Look at illustrations
- Read the first paragraph
- Read the last paragraph

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SQ3R

- Question.
- Turn the title into a question, the purpose for reading (essential question for lesson).
- Write down questions.
- Turn headings into questions.
- Turn subheadings, illustrations, graphics into questions.
- Record unfamiliar vocabulary.

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SQ3R

- Read actively- Searching for answers to questions, reacting to passages, etc.
- Recite- Look away from the answers and the book to recall what was read, recite answers to questions, reread for questions not answered.
- Review- Answer the purpose question, organize information, summarize with a graphic organizer, discussion, writing.

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What are text features?

Some common nonfiction text features are:

- Table of contents
- Glossary
- Index
- Headings and subheadings
- Text boxes and sidebars
- Photographs and illustrations
- Captions and labels
- Graphics (maps, diagrams, charts, etc.)

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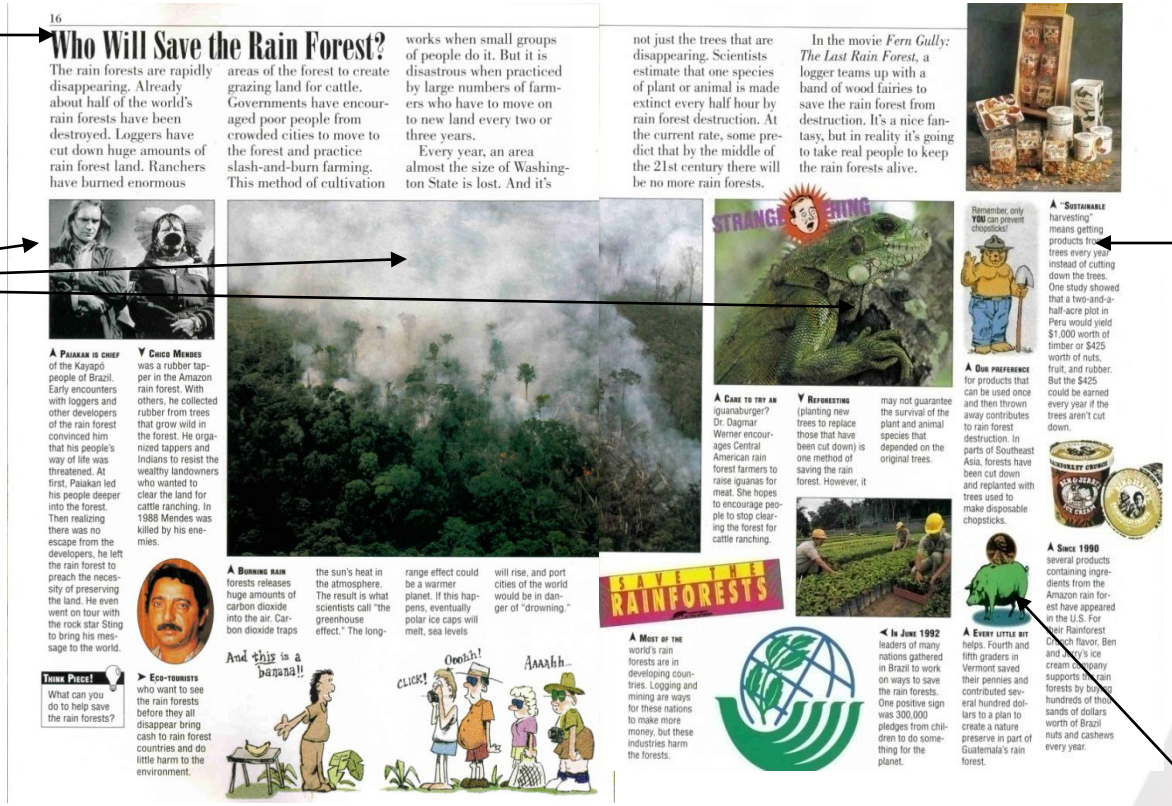
Informational Text Features

heading

photographs

captions

drawings



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Who Will Save the Rain Forest?

The rain forests are rapidly disappearing. Already about half of the world's rain forests have been destroyed. Loggers have cut down huge amounts of rain forest land. Ranchers have burned enormous areas of the forest to create grazing land for cattle. Governments have encouraged poor people from crowded cities to move to the forest and practice slash-and-burn farming. This method of cultivation works when small groups of people do it. But it is disastrous when practiced by large numbers of farmers who have to move on to new land every two or three years.

Every year, an area almost the size of Washington State is lost. And it's not just the trees that are disappearing. Scientists estimate that one species of plant or animal is made extinct every half hour by rain forest destruction. At the current rate, some predict that by the middle of the 21st century there will be no more rain forests.

In the movie *Fern Gully: The Last Rain Forest*, a logger teams up with a band of wood fairies to save the rain forest from destruction. It's a nice fantasy, but in reality it's going to take real people to keep the rain forests alive.

PAIAKAN IS CHIEF of the Kayapó people of Brazil. Early encounters with loggers and other developers of the rain forest convinced him that his people's way of life was threatened. At first, Paiakan led his people deeper into the forest. Then realizing there was no escape from the developers, he left the rain forest to preach the necessity of preserving the land. He even went on tour with the rock star Sting to bring his message to the world.

CHICO MENDES was a rubber tapper in the Amazon rain forest. With others, he collected rubber from trees that grow wild in the forest. He organized tappers and Indians to resist the wealthy landowners who wanted to clear the land for cattle ranching. In 1988 Mendes was killed by his enemies.

THINK PIECE! What can you do to help save the rain forests?

ECO-TOURISTS who want to see the rain forests before they all disappear bring cash to rain forest countries and do little harm to the environment.

BURNING RAIN forests releases huge amounts of carbon dioxide into the air. Carbon dioxide traps the sun's heat in the atmosphere. The result is what scientists call "the greenhouse effect." The long-range effect could be a warmer planet. If this happens, eventually polar ice caps will melt, sea levels will rise, and port cities of the world would be in danger of "drowning."

CARE TO TRY AN iguanaburger? Dr. Dagmar Werner encourages Central American rain forest farmers to raise iguanas for meat. She hopes to encourage people to stop clearing the forest for cattle ranching.

REFORESTING (planting new trees to replace those that have been cut down) is one method of saving the rain forest. However, it may not guarantee the survival of the plant and animal species that depended on the original trees.

SAVE THE RAINFOREST

MOST OF THE world's rain forests are in developing countries. Logging and mining are ways for these nations to make more money, but these industries harm the forests.

IN JUNE 1992 leaders of many nations gathered in Brazil to work on ways to save the rain forests. One positive sign was 300,000 pledges from children to do something for the planet.

Remember, only YOU can prevent chopsticks!

"SUSTAINABLE harvesting" means getting products from trees every year instead of cutting down the trees. One study showed that a two-and-a-half-acre plot in Peru would yield $1,000 worth of timber or $425 worth of nuts, fruit, and rubber. But the $425 could be earned every year if the trees aren't cut down.

OUR PREFERENCE for products that can be used once and then thrown away contributes to rain forest destruction. In parts of Southeast Asia, forests have been cut down and replanted with trees used to make disposable chopsticks.

SINCE 1990 several products containing ingredients from the Amazon rain forest have appeared in the U.S. For their Rainforest Crunch flavor, Ben and Jerry's ice cream company supports the rain forests by buying hundreds of thousands of dollars worth of Brazil nuts and cashews every year.

EVERY LITTLE BIT helps. Fourth and fifth graders in Vermont saved their pennies and contributed several hundred dollars to a plan to create a nature preserve in part of Guatemala's rain forest.

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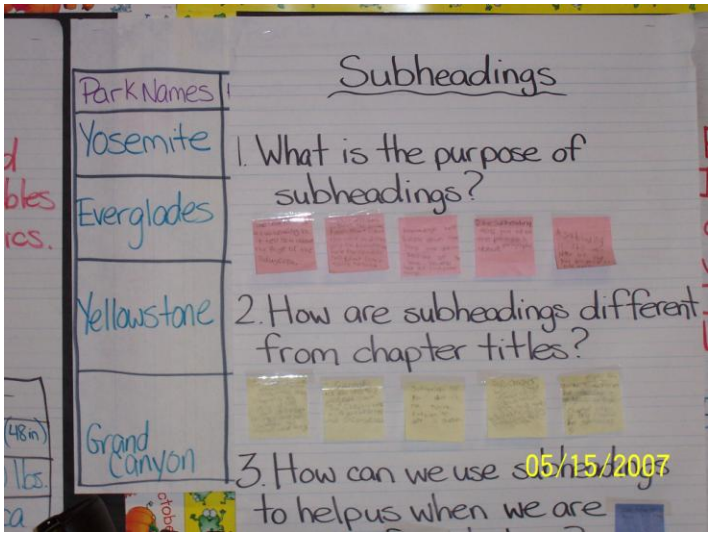
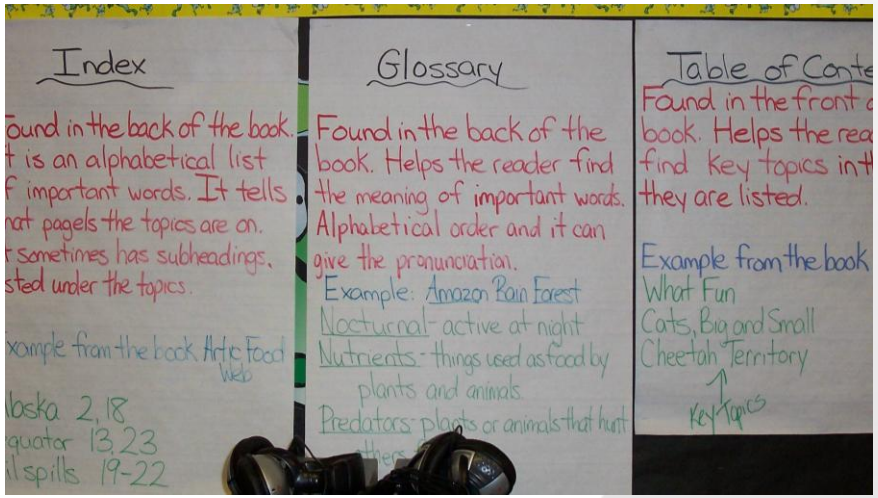
Why are text features important?

- Text features make the text more accessible to the reader and often provide additional information to help students comprehend the content.





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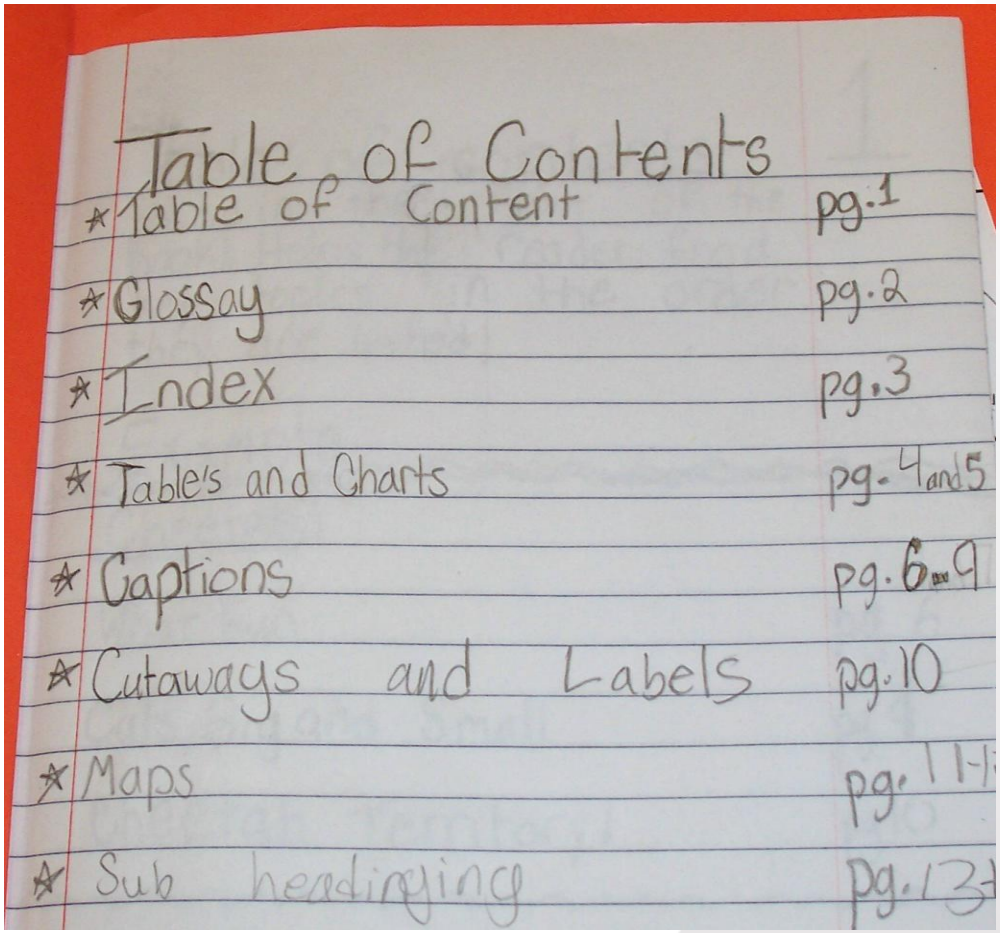
Informational Text Feature Books

- Have students explore a range of informational text to find examples of various text features to include in their own text feature books.
- They will provide a definition and an example.



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How can you support student understanding of text features?

- Before reading, text features can also be used to help students evaluate the text and make predictions about what they will read.

- During reading, point out different text features and think aloud what information you can gain from each. Saying, for example, "*When I look at this diagram that shows the different layers of the earth, I read the labels and can see how thick each layer is. Then, when I read in the text about the earth's core, I can look at the diagram and have a better understanding of where it is in relation to the other layers.*"

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Your Turn!

- What are some text features?
- Why is it important to teach students about text features?
- What is one way to teach students about text features?

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Check for Understanding

- What are some text features?
  - Table of contents, Glossary, Index, Headings/subheadings, Captions and labels
- Why is it important to teach students about text features?
  - Text features make the text more accessible to the reader and often provide additional information to help students comprehend the content.
- What is one way to teach students about text structures/features?
  - Text Structure Study/Writing, SQ3R, Text Feature Study/Books

How can you support student understanding of text structure?

- Most nonfiction texts contain language that signals the reader about how the text is structured. For example, words such as *while*, *but*, *either*, and *unlike*, signal the reader that the author is comparing and contrasting information. Words such as *because* and *since* signal a cause and effect structure. Adjectives and prepositional phrases often signal a descriptive text structure.

- Call students' attention to how the author uses language to organize the text, and discuss with students why the author might have chosen a particular structure to communicate the content.

- Once the teacher has modeled the text structure, students can follow the organizing pattern to identify important events, concepts and ideas. Students should also be taught the signal words that alert them to text structure.

Teaching Text Structures

- Show examples of paragraphs that correspond to each text structure.
- Examine topic sentences that clue the reader to a specific structure.
- Model the writing of a paragraph that uses a specific text structure.
- Have students try writing paragraphs that follow a specific text structure.
- Have students diagram these structures using a graphic organizer.

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Example

Kansas and Hawaii are similar in some ways. Both are states in which farming is a major industry. They are also different, however. Hawaii is a tropical island, while Kansas is landlocked in the middle of the country.

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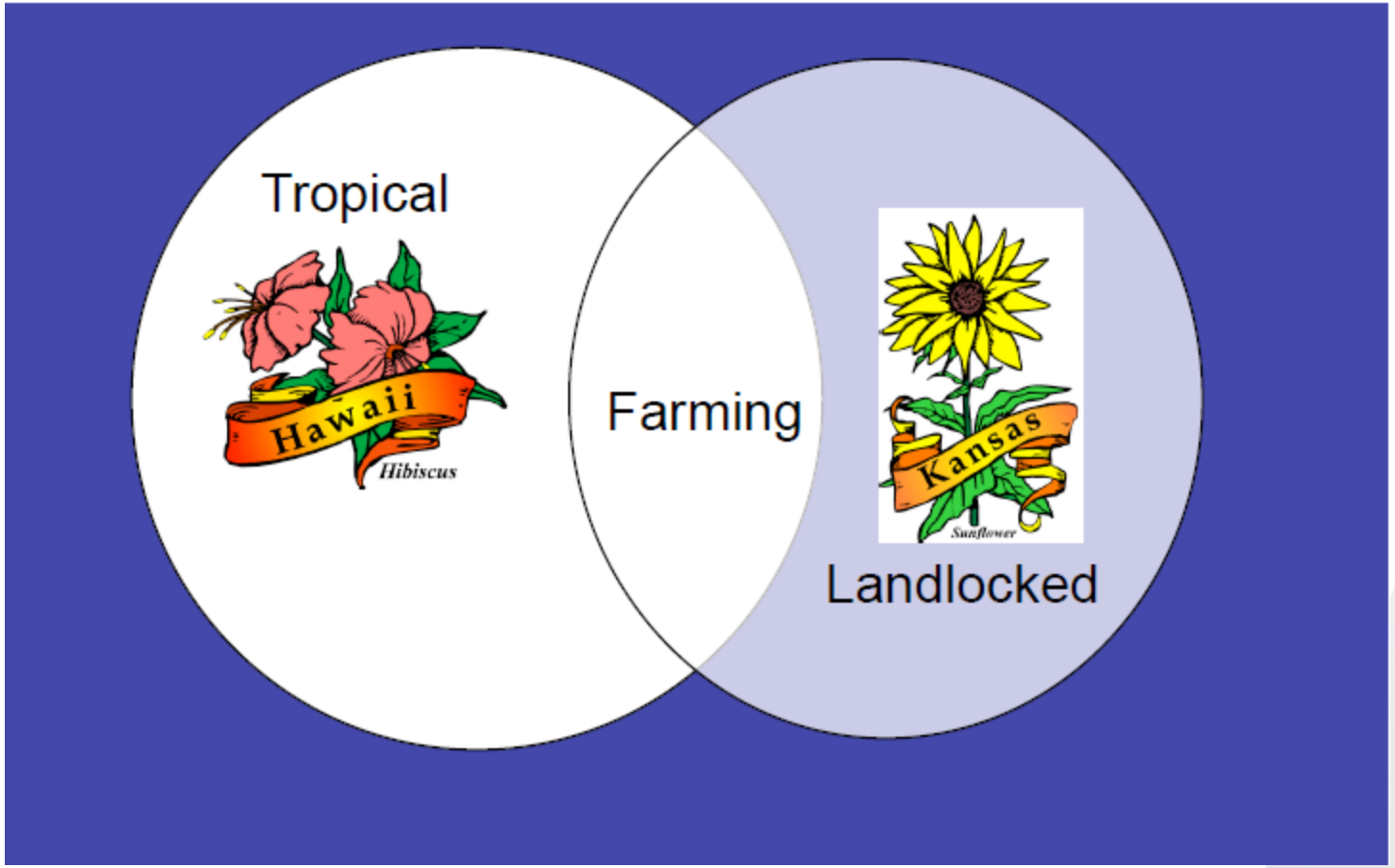
Example


Tropical
Hawaii
Hibiscus
Farming
Kansas
Sunflower
Landlocked

Teaching Text Structures

Have students *sort a variety of paragraphs* from your content area by text structures.

- Begin by sorting into only one or two groups at a time; work up to all five.
- Use signal words to help determine structure.
- Work in collaborative groups for this activity.

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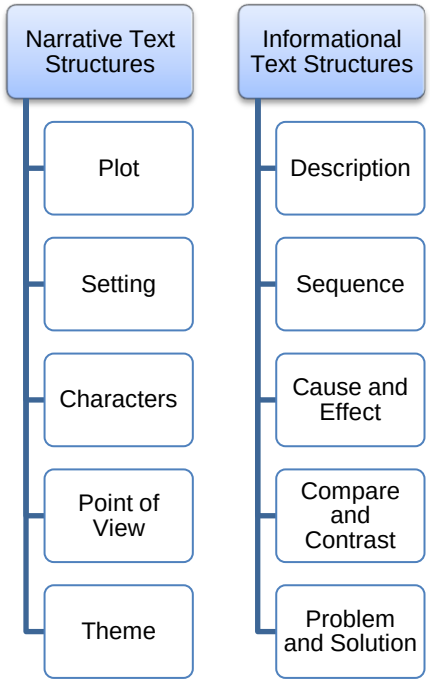
Sharing the Sky

UNIVERSAL DESIGN FOR LEARNING

	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent vocabulary words and text structure components (i.e., character, setting); use online tools to create story boards and graphic organizers (i.e., Toontastic, Readwritethink.org); Use picture cards and graphic organizers to sort key aspects of the text structure including key words (i.e., character, setting, etc.).	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of text structures that can be manipulated with switch; place key aspects of text structure on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to retell story events or key details from the text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with text structure frames. Highlight key text structure words within the context of the print.	Use motivating objects to tell stories (i.e., puppets or student's favorite character, object, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text for study.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for various components of text structures (i.e., characters, setting, etc.)	Uses a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye gaze, head turn, two switches, etc.	Student selects pre-made cards with story elements or information versus writing them; selection of correct answer is done after a model; student answers "yes/no" questions.	Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc.

	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Engagement	Teach students to use their hands to scan objects; use talking avatars or read aloud of text; start with simple, use large print text and online interactive text; use text featuring items that are familiar and reinforcing to students.	Use bright colors to call attention to key words; use a computer with AT where the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to retell or summarize text.	Student uses websites and listening centers that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets and objects to retell stories. Provide students with real experiences before reading (i.e., go to the zoo before reading about animals).	Create games in which students interact with partners to retell story, determine story structure and information learned from text (i.e., sequence cards with images of story events and characters). Create stories and text that involve the students and their interests and experiences.

Concept Map


Narrative Text Structures
Plot
Setting
Characters
Point of View
Theme
Informational Text Structures
Description
Sequence
Cause and Effect
Compare and Contrast
Problem and Solution

Prepare for Landing

Below you will find ideas for linking text structures to real-world applications, the college and career readiness skills addressed by teaching these concepts, module assessments for teachers, sample general education lesson plans incorporating Universal Design for Learning framework, blog for teachers to share their ideas, and a place to upload and share lesson plans from teachers who completed this module.

One way to help assist in a special educator's development within this curricular area is through collaboration with other teachers in your building. Often these skills are practiced outside of an ELA classroom in other curricular areas as well as during everyday tasks. Some activities with real world connection include:

- Associate text structures learned in class to wide range of reading and real world texts. This allows the students to apply the learning to real reading experiences. This supports students understanding of the relevance of content and will increase comprehension.
- Text structures can be grouped according to real world reading: environmental print/slogans, directions, recipes, newspapers, etc.

In addition to the real-world applications of these concepts, skills taught within this content module also promote the following college and career readiness skills.

Communicative competence
Students will increase their vocabulary to include concepts related to "text structures." Specifically, they will be learning concepts such as: "informational text structures", and "narrative text structures."

Fluency in reading, writing, and math
Students will have opportunities to increase their fluency and comprehension as their awareness of text structures increases. By having stronger knowledge of text structures, students will be able to process text more strategically and at a faster pace. They will also understand the text in greater depth.

Age appropriate social skills
Students will engage in peer groups to discover and discuss text structures within a range of texts.

Independent work behaviors
Students will engage in independent reading. They will have an increased understanding of text structures in the real-life reading context.

Skills in accessing support systems
At times, students will need to ask for assistance to complete activities related to "text structures" which will give them practice in accessing supports. Students will gain

practice asking for help with reading different text with a range of text structures as needed. They can ask a peer to complete the physical movements of the tasks they are not able to do themselves. Be sure to teach students to ask versus having items or supports automatically given to them.

In addition to collaborating with other educational professionals in your building, the following list of resources may also help provide special educators with ideas for activities or support a more thorough understanding of the concepts presented in this content module.

Additional Resources

http://www.readingrockets.org/strategies/story_maps/ – Information and examples for using story maps as graphic organizers for narrative text.

http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html – Online interactive story maps for student use.

http://www.youtube.com/watch?v=qBY9JEh0cLI – YouTube video shows how to use the interactive iPad app, 'Toontastic', to create narrative stories including aspects of narrative text structure.

http://olc.spsd.sk.ca/DE/PD/instr/strats/storymapping/index.html – Information about story maps including various templates and other teacher resources.

http://teacher.scholastic.com/reading/bestpractices/nonfiction/fiveTextStructures.pdf – Printable student page from Scholastic includes a chart with the different informational text structures, signal words, and clues for the reader.

http://www.memfox.net/mem-reads-aloud – Author, Mem Fox's website includes her reading some of her stories aloud. These stories could be used in connection with some of the suggestions for teaching narrative text structure such as creating a story map after listening to the story.

http://www.learner.org/interactives/story/index.html – This interactive site provides audio to teach story structure with the story, Cinderella.

http://www.literacyleader.com/sites/litlead.essdack.org/files/Text%20Structure%20GCHS.ppt.pdf – Text Structure PowerPoint with additional information for teachers.

http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources – In her blog for Scholastic, teacher, Beth Newingham offers useful resources for teaching informational text structures.

http://blogs.scholastic.com/files/text-structure-slideshow.pdf – Teacher, Beth Newingham provides slides of text structure posters she created that can be downloaded and used in your own classroom.

http://www.timeforkids.com/news – This is a great source for simple current pieces of printable and online nonfiction text.

http://kids.nationalgeographic.com/kids/stories – This website provides students with short informational texts on a variety of engaging content.

http://www.scholastic.com/teachers/top-teaching/2013/04/navigating-nonfiction-text-common-core-classroom-part-1 – Teacher shows how students utilize technology to demonstrate their understanding of nonfiction text features by using templates to create text feature posters.

http://books.google.com/books?id=fNUrzvSejDcC&printsec=frontcover#v=onepage&q&f=false – This link is a preview of the first three chapters of *Poetry Mentor Texts* by Dorfman and Cappelli. It provides teachers with an introduction to reading and responding using mentor poems.

http://www.gigglepoetry.com – Kid friendly website designed to engage students in reading and writing poetry.

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Module Assessments

Insert assessment here

Sample General Education lesson plans

http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction – This unit lesson introduces nonfiction text and how to identify nonfiction text features to better comprehend informational text.

http://www.liketowrite.com/Resources/Nonfiction%20Text%20Features.pdf – This lesson engages students to discover nonfiction text conventions and analyze how the author organized the text.

http://www.liketowrite.com/Resources/Nonfiction%20Page.pdf – This lesson allows students to read and examine nonfiction text features and create their own nonfiction page.

http://www.scholastic.com/teachers/top-teaching/2012/05/analyzing-text-structures#.UaZSRNb9uZg.email – This lesson helps students analyze text structure and demonstrates how to compare and contrast information presented by the author between different genres.

http://allthingsupperelementary.blogspot.com/2013/02/teaching-deeper-thinking-with-poetry.html – This poetry lesson focuses on getting students to think deeper and analyze poems to find a common theme.

http://www.scholastic.com/teachers/lesson-plan/spice-your-poetry-figurative-language – This middle school lesson teaches students different literary terms, features and styles of poetry.

Insert Text Structure Lesson with UDL

Have an idea: Upload the lesson plans you've created here

Insert link for teachers to upload lesson plans

Teacher's Corner: Blog with other teachers

Insert forum or blog for teachers to share ideas

Adapt the following general education lesson plan; adapt, and upload. These lesson plans may be shared with higher education professionals developing strategies to provide meaningful academic instruction in ELA to students with severe disabilities.

Insert Text Structure Up for Challenge Lesson

Insert link for teachers to upload lesson plans

Text Structure Assessment

True or False

1. Text structures are ways in which a text is organized to convey content. **TRUE FALSE**

Correct feedback: Yes, this answer is true. Text structures are ways in which a text is organized to convey content.

Incorrect feedback: Nice try! This answer is true. Text structures are ways in which a text is organized to convey content. Please review the vocabulary module.

2. Informational text is structured the same as narrative text. **TRUE FALSE**

Correct feedback: Yes, this answer is false. Informational text is NOT structured the same as narrative text.

Incorrect feedback: Nice try! This answer is false. Informational text is NOT structured the same as narrative text. Please review the vocabulary module.

3. Students who receive instruction in identifying text structures tend to have better comprehension. **TRUE FALSE**

Correct feedback: Yes, this answer is true. Students who receive instruction in identifying text structures tend to have better comprehension.

Incorrect feedback: Nice try! This answer is true. Students who receive instruction in identifying text structures tend to have better comprehension. Please review the vocabulary module.

4. Graphic organizers are an effective way to teach text structures. **TRUE FALSE**

Correct feedback: Yes, this answer is true. Graphic organizers are an effective way to teach text structures.

Incorrect feedback: Nice try! This answer is true. Graphic organizers are an effective way to teach text structures. Please review the vocabulary module.

Multiple Choice

5. Which of the following is ***not*** an example of an informational text feature?
   a. Table of contents
   b. Stanzas
   c. Cutaways
   d. Labels

Correct feedback: Yes, stanzas are not an example of informational text feature.

Incorrect feedback: Nice try! Stanzas are not an example of informational text feature. Please review the vocabulary module.

6. Which informational text structure is an author using when he/she lists items or events in numerical or chronological order?
   a. Description
   b. Sequence
   c. Comparison
   d. Cause and effect

   Correct feedback: Yes, sequence is an informational text structure an author is using when he/she lists items or events in numerical or chronological order.

   Incorrect feedback: Nice try! Sequence is an informational text structure an author is using when he/she lists items or events in numerical or chronological order. Please review the vocabulary module.

7. The cue words, “for example” and “characteristics are” signal which informational text structure?
   a. Description
   b. Comparison
   c. Cause and effect
   d. Problem and solution

   Correct feedback: Yes, the cue words, “for example” and “characteristics are” signal the description informational text structure.

   Incorrect feedback: Nice try! The cue words, “for example” and “characteristics are” signal the description informational text structure. Please review the vocabulary module.

8. Commonly used patterns for informational text structures include all except:
    a. sequence
    b. description
    c. expository
    d. cause and effect

Correct feedback: Yes, expository is not an example of a commonly used informational text structure.

Incorrect feedback: Nice try! Expository is not an example of a commonly used informational text structure. Please review the vocabulary module.

Fill in the Blank

9. The common narrative text features include _____, _____, _____, _____, and _____.

Correct feedback: Yes, the common narrative text features include characters, setting, plot, theme, and point of view.

Incorrect feedback: Nice try! The common narrative text features include characters, setting, plot, theme, and point of view. Please review the vocabulary module.

10. Name at least one effective instructional strategy for teaching narrative text structures.

Correct feedback: Yes, an effective instructional strategy for teaching narrative text structures may include story maps, graphic organizers, probable passages, and story impressions.

Incorrect feedback: Nice try! An effective instructional strategy for teaching narrative text structures may include story maps, graphic organizers, probable passages, and story impressions. Please review the vocabulary module.

Text Structure Assessment Key

True or False

1. Text structures are ways in which a text is organized to convey content. **TRUE**

Correct feedback: Yes, this answer is true. Text structures are ways in which a text is organized to convey content.

Incorrect feedback: Nice try! This answer is true. Text structures are ways in which a text is organized to convey content. Please review the vocabulary module.

2. Informational text is structured the same as narrative text. **FALSE**

Correct feedback: Yes, this answer is false. Informational text is NOT structured the same as narrative text.

Incorrect feedback: Nice try! This answer is false. Informational text is NOT structured the same as narrative text. Please review the vocabulary module.

3. Students who receive instruction in identifying text structures tend to have better comprehension. **TRUE**

Correct feedback: Yes, this answer is true. Students who receive instruction in identifying text structures tend to have better comprehension.

Incorrect feedback: Nice try! This answer is true. Students who receive instruction in identifying text structures tend to have better comprehension. Please review the vocabulary module.

4. Graphic organizers are an effective way to teach text structures. **TRUE**

Correct feedback: Yes, this answer is true. Graphic organizers are an effective way to teach text structures.

Incorrect feedback: Nice try! This answer is true. Graphic organizers are an effective way to teach text structures. Please review the vocabulary module.

Multiple Choice

5. Which of the following is ***not*** an example of an informational text feature?
   e. Table of contents
   f. Stanzas
   g. Cutaways
   h. Labels

Correct feedback: Yes, stanzas are not an example of informational text feature.

Incorrect feedback: Nice try! Stanzas are not an example of informational text feature. Please review the vocabulary module.

6. Which informational text structure is an author using when he/she lists items or events in numerical or chronological order?
   e. Description
   f. Sequence
   g. Comparison
   h. Cause and effect

   Correct feedback: Yes, sequence is an informational text structure an author is using when he/she lists items or events in numerical or chronological order.

   Incorrect feedback: Nice try! Sequence is an informational text structure an author is using when he/she lists items or events in numerical or chronological order. Please review the vocabulary module.

7. The cue words, “for example” and “characteristics are” signal which informational text structure?
   e. Description
   f. Comparison
   g. Cause and effect
   h. Problem and solution

   Correct feedback: Yes, the cue words, “for example” and “characteristics are” signal the description informational text structure.

   Incorrect feedback: Nice try! The cue words, “for example” and “characteristics are” signal the description informational text structure. Please review the vocabulary module.

8. Commonly used patterns for informational text structures include all except:
   e. sequence
   f. description
   g. expository
   h. cause and effect

Correct feedback: Yes, expository is not an example of a commonly used informational text structure.

Incorrect feedback: Nice try! Expository is not an example of a commonly used informational text structure. Please review the vocabulary module.

Fill in the Blank

9. The common narrative text features include _____, _____, _____, _____, and _____. **characters, setting, plot, theme, and point of view**

Correct feedback: Yes, the common narrative text features include characters, setting, plot, theme, and point of view.

Incorrect feedback: Nice try! The common narrative text features include characters, setting, plot, theme, and point of view. Please review the vocabulary module.

10. Name at least one effective instructional strategy for teaching narrative text structures. **Answers may include but aren't limited to: Story Map, Graphic Organizers, Probable Passage and Story Impressions.**

Correct feedback: Yes, an effective instructional strategy for teaching narrative text structures may include story maps, graphic organizers, probable passages, and story impressions.

Incorrect feedback: Nice try! An effective instructional strategy for teaching narrative text structures may include story maps, graphic organizers, probable passages, and story impressions. Please review the vocabulary module.

General Education ELA Lesson Plan: Text Structures and Text Features

Source: Like to Write by Karen Haag
http://www.liketowrite.com/Resources/Nonfiction%20Page.pdf

Standard: CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Learning Outcome: Students will learn about the various text features and their purposes by using them in their writing.

Materials:

- teacher created nonfiction page
- sticky notes
- chart paper and marker
- writing notebooks

Activities:

- Focus and Review: Show students an example of your own nonfiction page that you've written as an example. Tell students that they will also create their own nonfiction page about a topic of their choice (this could also be a content area topic from science or social studies). Initially, it is better to lead students through the process of creating a nonfiction page together as a group using a shared topic before students work on their own independent nonfiction page.
- Teacher Modeling/Direct Instruction: Together, review a topic being learned about in science or social studies. Explain to students that together they will write a nonfiction page to inform others about that topic (i.e., frogs). This nonfiction page will need to include a range of text features (i.e., diagrams, labels, cutaways, etc.) Using a think aloud technique, model for students the type of writing to include and appropriate text features to align with the text. For instance, you might model a section on the frog nonfiction page about different kinds of frogs. As you compose the writing, you might elect to include photographs of the different frogs or even a map of where the frogs are located around the world.
- Guided Practice: Together, compose a section of the nonfiction page (i.e., life cycle of a frog) including at least one text feature. In the case of the life cycle of a frog, a diagram would be particularly helpful for readers.
- Independent Practice: Students begin brainstorming and researching for topics of their own choosing.

Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation - adaptations in materials (e.g., adapt for sensory impairments)	
Expression - how will student show learning (e.g., use of assistive technology; alternative project)	
Engagement - how will student participate in the activity	

General Education ELA Lesson Plan: Text Structures and Text Features

Source: Like to Write by Karen Haag
http://www.liketowrite.com/Resources/Nonfiction%20Text%20Features.pdf

Standard: CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Learning Outcome: Students will compare and contrast the difference between fiction and nonfiction. They will note that one key difference is the use of text features in informational text. Students will begin to familiarize themselves with the various text features and their purposes.

Materials:

- *Frog and Toad* by Arnold Lobel
- *Frogs* by Gail Gibbons
- wide selection of informational text
- sticky notes
- chart paper and marker

Activities:

- Focus and Review: Introduce informational text by showing students two related books, one a beloved fiction text and the other a related nonfiction text. For instance, you might share the classic tale of *Frog and Toad* by Arnold Lobel. Next show students a book related to frogs or toads such as Gail Gibbons book *Frogs*. Discuss how the two books are similar and different.
- Teacher Modeling/Direct Instruction: Explain to students that one book being a fantasy story where animals talk and have human like characteristics while the other book is factual with information for the reader to learn about frogs. Focus on the informational text and show students that another key difference is that authors of informational text often incorporate text features such as labels, captions, diagrams, etc. in their books. Say things like: *This is a photo with a caption. I will mark it with my sticky note and write 'photo & caption' on my sticky.* Model and think aloud in various places in the book to show students the range of text features and record a list on an anchor chart for later reference.
- Guided Practice: Working in pairs, have students select another informational text to study, notice, and flag other nonfiction text features.
- Independent Practice: Students place their sticky notes into their readers' notebooks or daybooks. They can then draw a picture to correspond with the text feature noted and write about the features to explain how it is used.

Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation - adaptations in materials (e.g., adapt for sensory impairments)	Rather than having students search for text features, provide them with images that contain a range of text features; use colored sticky notes to preselected various text features in the text; rather than having students record about the text features they found in an open ended way in the reading notebook, provide students with a template including sentence starters to structure the note taking process further.
Expression - how will student show learning (e.g., use of assistive technology; alternative project)	Students will match picture cards containing the type of text feature and an example; an extension would be to have students create their own picture card to represent their understanding of the text feature with a definition or an example.
Engagement - how will student participate in the activity	Student can work in pairs during independent practice; student can use technology (e.g., iPad) to search for a range of text features and to practice drawing, writing, and talking about the text features (e.g., VoiceThread.com allows students to upload an image and record their own voices to describe the image).

National Center and State Collaborative

Reading Instructional Families – Informational Text

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

This work was developed as part of the National Center and State Collaborative and supported by a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

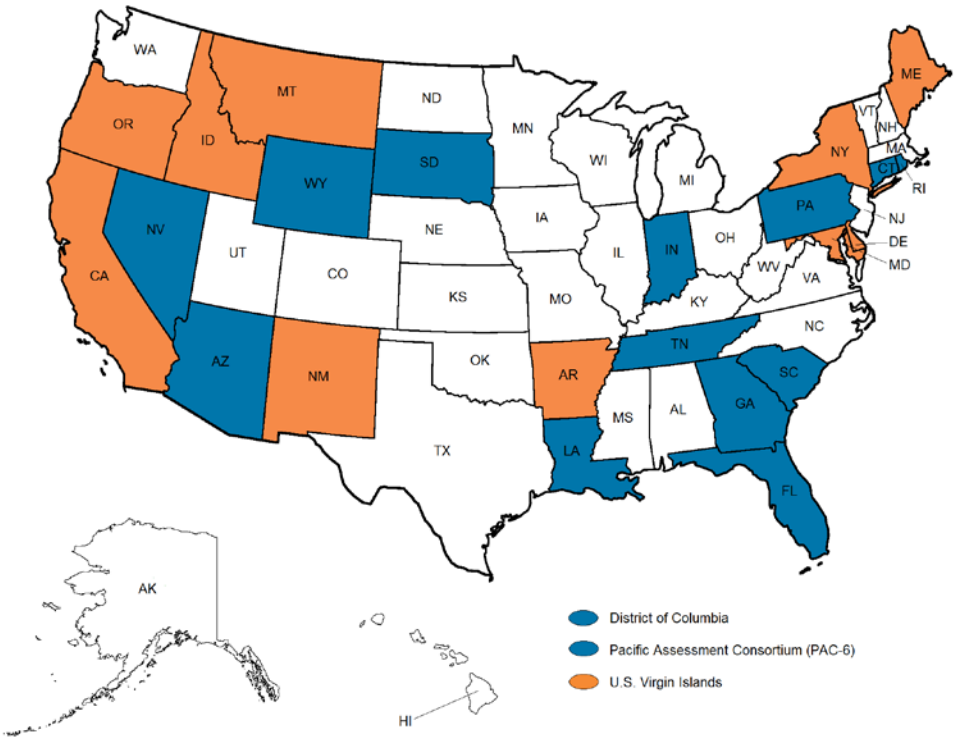
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Reading Instructional Families – Informational Text

September 2013

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Reading Informational Text: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
	E.RWL *Read and comprehend words with accuracy and fluency:* • *Read high frequency and grade-level words;* • *Apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text;* • *Distinguish between literal and interpretive meanings.*					***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare/contrast, cause/effect, proposition/support), and genre features, to read and comprehend a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, relevant details.*				***H.RI*** *Integrate content and background knowledge to evaluate and extend understanding of central ideas, concepts, and diverse perspectives presented in multiple sources, including textbooks, on-line texts, and technical and primary source documents.*	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9/10**	**Grade 11/12**
Key Ideas and Details CCSS AS include: RI1. Using Details to Describe Text RI2. Describing the Central Message / Theme RI3. Analyzing Relationships											
Craft and Structure CCSS AS include: RI4. Recognizing Features of Text RI5. Identifying Text Structure RI6. Distinguishing a Point of View											
Integration of Knowledge and Skills CCSS AS include: RI7. Connecting Diverse Media and Formats RI8. Gather Information RI9. Analyzing across Texts R10. Range of Reading and Text Complexity											

Reading Informational Text:
Key Ideas and Details Grades K-2

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI1: Using Details to Describe Text
K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed. **No CCSS link**
K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading. **K RF.1**
K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text**. K.RF.1**
K.RI.b7 Identify familiar written words when spoken. **K.RF.2**
K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. **K.RF.1**
K.RI.b9 Recognize that words are separated by spaces in print. **K.RF.1**
K.RI.d1 With prompting and support, answer questions about key details in a text. **K.RI.1**
K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., What do you think we might learn about in this book?). **No CCSS linked**
1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading. **K RF.1**
1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text. **K RF.1**
1.RI.b4 Recognize that words are separated by spaces in print. **K RF.1**
1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. **1.RF.1**
1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed. **K.RI.1**
2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text. **2.RI.1**

RI2: Describing the Main Idea
K.RI.d2 With prompting and support, identify the main topic. **K.RI.2**
K.RI.d3 With prompting and support, retell/identify key details in a text. **K.RI.2**
K.HD.d3 Discuss key details and main topic of a preferred text. **K.RI.2**
1.RI.d2 Identify the main topic of an informational text. **1.RI.2**
1.RI.d3 Retell/identify key details in an informational text. **1.RI.2**
1.HD.d5 Discuss key details and main topic of a preferred text. **1.RI.2**
2.RI.d2 Identify the main topic of a multi-paragraph informational text. **2.RI.2**
2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text. **2.RI.2**
2.HD.d4 Discuss key details and main topic of a preferred text. **2.RI.2**

RI3: Analyzing Relationships
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information. **K.RI.3**
1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.**1.RI.3**
2.RI.f2 Identify the sequence of events in an informational text. **2.RI.3**
2.RI.f3 Identify the steps in a process in an informational text. **2.RI.3**
2.RI.f4 Identify the cause and effect relationships in an informational text. **2.RI.3**

Reading Informational Text:
Craft and Structure Grades K-2

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI4: Recognizing Features of Text
2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area* **2.RI.4**

RI5: Identifying Text Structure
K.RI.b1 Locate words and illustrations in informational texts. **K.RI.5**
K.RI.b3 Identify the title of an informational text or the title page. **K.RI.5**
K.RI.b4 Place book in an upright position to read. **K.RI.5**
1.RI.b1 Locate words and illustrations in informational texts **1.RI.5**
1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text. **1.RI.5**
1.HD.e2 Identify text features to aid comprehension. **1.RI.5**
1.HD.e3 Use text features to aid comprehension. **1.RI.5; 1RL.7**
2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently. **2.RI.5**
2.HD.e2 Use text features to aid comprehension. **2.RI.5; 2.RL.7**
2.HD.e1 Identify text features to aid comprehension. **2.RI.5**

RI6: Distinguishing a Point of View
K.RI.g1 Identify the author's purpose in an informational text. **K.RI.6**
1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **1.RI.6**
2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing. **2.RI.6**

Reading Informational Text:
Integration of Knowledge and Ideas Grades K-2

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI7: Connecting Diverse Media and Formats
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text. **K.RI.7**
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **K.RI.7**
1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas. **1.RI.7**
1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print). **No CCSS link**
1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task. **No CCSS link**
2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas. **1.RI.7**
2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader. **2.RI.7**

RI8: Gather Information
K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text. **K.RI.8**
1.RI.g1 Identify the facts and details an author gives to support points in a text. **1.RI.8**
2 RI.g2 Identify the facts and details an author gives to support points in a text. **1.RI.8**
2.RI.g3 Describe how facts and details support specific points the author makes in a text. **2.RI.8**

RI9: Analyzing Across Texts
K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real). **K.RI.9**
1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **1.RI.9**
2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic. **2.RI.9**

RI10: Range of Reading & Text Complexity
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. **K.RI.10; K.RL.10**
K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). **K.RI.10**
K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed **K.RI.10**
1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). **1.RI.10**
1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed. **1.RI.10**
2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). **2.RI.10**

Reading Informational Text:
Key Ideas and Details Grades 3-5

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI1: Using Details to Describe Text
3.RI.i1 Answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. **3.RI.1**
3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.RI.1; 3.SL.2**
4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. **4.RI.1**
4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text. **4.RI.1**
4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **4.RI.1; 4.SL.1**
5.RI.c2 Quote accurately from a text when explaining what the text says explicitly. **5.RI.1**
5.RI.c3 Quote accurately from a text to support inferences. **5.RI.1**

RI2: Describing the Main Idea
3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3.RI.2; 3.SL.2**
3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. **3.RI.2**
3.RI.n1 Identify facts that an author uses to support a specific point or opinion. **3.RI.2**
4.RI.i3 Determine the main idea of an informational text. **4.RI.2**
4.RI.i4 Identify supporting details of an informational text. **4.RI.2**
5.RI.c4 Determine the main idea, and identify key details to support the main idea. **5.RI.2**
5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media. **5.RI.2; 5.SL.2**

RI3: Analyzing Relationships
5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. **5.RI.3**
5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **5.RI.3**
5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts. **5.RI.3**

Reading Informational Text:
Craft and Structure Grades 3-5

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI4: Recognizing Features of Text
3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **3.RI.4**
4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. **4.RI.4**

RI5: Identifying Text Structure
3.RI.h1 Identify the purpose of a variety of text features. **3.RI.5**
3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. **3.RI.5**
3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. **3.RI.5**
4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question. **3.RI.5**
4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic **3.RI.5**
4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions. **4.RI.5**
4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **4.RI.5**
4.RI.j3 Organize information presented in an informational text to demonstrate the text structure. **4.RI.5**
5.RI.b1 Use signal words as a means of locating information (e.g., knowing that “because” or “as a result of” may help link a cause to a result) **5.RI.5**
5.RI.b2 Use signal word to identify common types of text structure. **5.RI.5**
5.RI.b3 Use search tools or text features as a means of locating relevant information. **3.RI.5**
5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **5.RI.5**

RI6: Distinguishing a Point of View
3.RI.k1 Identify the author’s purpose in an informational text. **3.RI.6**
3.RI.k2 Identify own point of view about a topic. **3.RI.6**
3.RI.k3 Compare their own point of view to that of the author. **3.RI.6**
4.RI.k1 Determine if information in a text is firsthand or secondhand. **4.RI.6**
4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic. **4.RI.6**
5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic. **5.RI.6**

Reading Informational Text:
Integration of Knowledge and Ideas Grades 3-5

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI7: Connecting Diverse Media and Formats
3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. **3.RI.7**
3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text. **3.RI.7**
3.RI.l2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **3.RI.7**
3.RI.l3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. **3.RI.7**
4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. **3.RI.7**
4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. **4.RI.7**
4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text. **4.RI.7**
4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **4.RI.7**
5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. **5.RI.7**
5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., How did you know?) **5.RI.7**

RI8: Gather Information
3.RI.j1 Identify signal words that help determine what the text structure is in an informational text. **3.RI.8**
3.RI.j2 Describe the connection between sentences and paragraphs in a text. **3.RI.8**
3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.RI.8; 3.SL.3**
3.RI.m1 When researching a topic, find the relevant details or information from a text. **NO CCSS linked**
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points. **4.RI.8; 4.SL.3**
4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points. **4.RI.8; 4.SL.3**
4.RI.k5 Identify reasons that the author uses to support ideas in an informational text. **4.RI.8**
4.RI.n1 Identify facts that an author uses to support a specific point or opinion. **4.RI.8**
5.RI.c1 Identify prior knowledge of an event or topic. **NO CCSS linked**
5.RI.c6 Summarize the points a speaker makes. **5.RI.8; 5.SL.3**
5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text. **5.RI.8**
5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text. **5.RI.8**
5.RI.e4 Determine if there are any potential biases on the author's part. **NO CCSS linked**
5.RI.e5 Identify the impact of the author's point of view on the reader. **NO CCSS linked**
5.RI.g1 Identify the author's stated thesis/claim/opinion. **5.RI.8**
5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion. **5.RI.8**
5.RI.g3 Identify a speaker's points or claims. **5.RI.8; 5.SL.3**
5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims**. 5.RI.8; 5.SL.3**

Reading Informational Text:
Integration of Knowledge and Ideas Grades 3-5

Learning Target: ***E.RI*** *Recognize and use knowledge of expository text structures (e.g., sequence, description, definition, compare/contrast) and genre features to read and comprehend informational texts: Identify, compare, and draw inferences about concepts, central ideas, and supporting details.*

RI9: Analyzing Across Texts
3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic. **3.RI.9**
3.HD.h2 Compare two or more texts on the same topic or by the same author. **3.RL.9; 3.RI.9**
4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. **4.RI.9**
4.HD.h2 Report out about two or more texts on the same self-selected topic. **4.RI.9**
5.RI.f1 Identify key details from multiple sources on the same topic (e.g., What are the important things that you learned?). **5.RI.9**
5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion. **5.RI.9**

RI10: Range of Reading & Text Complexity
3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts . **3.RL.10; 3.RI.10**
4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text. **4.RL.10; 4.RI.10**
5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts. **5.RI.10**
5.HD.a1 Read or be read to a variety of texts s including graphic novels, poetry, fiction and nonfiction novels. **5.RL.10; 5.RI.10**

Reading Informational Text:
Key Ideas and Details Grades 6-8

Learning Target: ***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare/contrast, cause/effect, proposition/support), and genre features, to read and comprehend a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, relevant details.*

RI1: Using Details to Describe Text
6.RI.c1 Identify prior knowledge of an event or topic. **NO CCSS**
6.RI.c5 Summarize the points a speaker makes. **6.RI.1**
6.RI.d2 Use textual evidence to support inferences. **6.RI.1**
6.RI.e2 Summarize the points an author makes. **6.RI.1**
6.RI.g1 Identify key individuals, events, or ideas in a text. **6.RI.1**
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. **7.RI.1**
8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. **8.RI.1**

RI2: Describing the Main Idea
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments. **6.RI.2**
7.RI.j2 Determine the central idea of a text. **7.RI.2**
7.RI.j3 Analyze the development of the central idea over the course of the text. **7.RI.2**
8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries. **8.RI.2**
8.RI.j3 Determine two or more central ideas in a text**. 8.RI.2**
8.RI.j4 Analyze the development of the central ideas over the course of the text. **8.RI.2**
8.RI.j5 Provide/create an objective summary of a text. **8.RI.2**

RI3: Analyzing Relationships
6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text. **6.RI.3**
6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text. **6.RI.3**
6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text. **6.RI.3**
7.RI.j4 Provide/create an objective summary of a text. **7.RI.3**
7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **7.RI.3**
8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **8.RI.3**

Reading Informational Text:
Craft and Structure Grades 6-8

Learning Target: ***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare/contrast, cause/effect, proposition/support), and genre features, to read and comprehend a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, relevant details.*

RI4: Recognizing Features of Text
6.RI.b2 Use search tools or text features as a means of locating relevant information. **NO CCSS**
7.RI.i2 Use text features to locate information. **NO CCSS**
8.RI.i2 Use text features as a means of locating information. **NO CCSS**

RI5: Identifying Text Structure
6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result) **5.RI.5**
6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **5.RI.5**
7.RI.i1 Use signal words as a means of locating information. **7.RI.5**
7.RI.i3 Outline a given text to show how ideas build upon one another. **7.RI.5**
7.RI.k1 Determine the structure of a text. **7.RI.5**
7.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas. **7.RI.5**
8.RI.i1 Use signal words as a means of locating information. **8.RI.5**
8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph. **8.RI.5**
8.RI.k1 Determine the structure of a text. **8.RI.5**
8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas. **8.RI.5**

RI6: Distinguishing a Point of View
6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed. **6.RI.6**
7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**7.RI.6**
8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **8.RI.6**

Reading Informational Text:
Integration of Knowledge and Ideas Grades 6-8

Learning Target: ***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare/contrast, cause/effect, proposition/support), and genre features, to read and comprehend a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, relevant details.*

RI7: Connecting Diverse Media and Formats
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words. **6.RI.7**
6.RI.b4 Summarize information gained from a variety of sources including media or texts **6.RI.7**
6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). **6.RI.7; 6.SL.2**
6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study. **6.RI.7; 6.SL.2**
6.RI.f1 Identify relevant details from several texts on the same topic (e.g., What are the important things that you learned?) **6.RI.7**
7.RI.l1 Compare/contrast how two or more authors write or present about the same topic. **7.RI.7; 7.RI.9**

RI8: Gather Information
6.RI.g5 Identify an argument or claim that the author makes. **6.RI.8**
6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. **6.RI.8**
6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not. **6.RI.8**; **6.SL.3**
7.RI.k3 Identify an argument or claim that the author makes. **7.RI.8**
7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence. **7.RI.8**
7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not. **7.RI.8**
8.RI.k4 Identify an argument or claim that the author makes. **8.RI.8**
8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence. **8.RI.8**

RI9: Analyzing Across Texts
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **6.RI.9**
7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts. **7.RI.9**
7.RI.l1 Compare/contrast how two or more authors write about the same topic. **7.RI.9; 7.RI.7**
7.RI.l2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **7.RI.9**
8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **8.RI.9**

Reading Informational Text:
Integration of Knowledge and Ideas Grades 6-8

Learning Target: ***M.RI*** *Use content knowledge, knowledge of expository text structures (e.g., compare/contrast, cause/effect, proposition/support), and genre features, to read and comprehend a range of informational texts, including textbooks and on-line texts: Explain, compare, and analyze concepts, events, central ideas, relevant details.*

RI10: Range of Reading and Level of Text Complexity
6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts. **6.RI.10**
6.HD.a1 Read or be read to a variety of texts s including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. **6.RL.10; 6.RI.10**
7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.**7.RI.10**
8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts. **8.RI.10**
8.HD.g1 Read or be read to a variety of texts s including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. **8.RL.10; 8.RI.10**

Reading Informational Text:
Key Ideas and Details Grades 9-12

Learning Target: ***H.RI*** *Integrate content and background knowledge to evaluate and extend understanding of central ideas, concepts, and diverse perspectives presented in multiple sources, including textbooks, on-line texts, and technical and primary source documents.*

RI1: Using Details to Describe Text
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries. **9-10.RI.1**
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. **9-10.RI.1**
1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. **11-12.RI.1**
1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. **11-12.RI.1**

RI2: Describing the Main Idea
910.RI.b3 Determine the central idea of a text**. 9-10.RI.2**
910.RI.b4 Determine how the central idea develops**. 9-10.RI.2**
910.RI.b5 Determine how key details support the development of the central idea of a text. **9-10.RI.2**
910.RI.b6 Provide/create an objective summary of a text**. 9-10.RI.2**
1112.RI.b3 Determine two or more central ideas of a text. **11-12.RI.2**
1112.RI.b4 Determine how the central ideas develop. **11-12.RI.2**
1112.RI.b5 Determine how key details support the development of the central idea of a text. **11-12.RI.2**
1112.RI.b6 Provide/create an objective summary of a text. **11-12.RI.2**

RI3: Analyzing Relationships
910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure. **9-10.RI.3**
910.RI.c2 Identify connections between key points. **9-10.RI.3**
1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure. **11-12.RI.3**
1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **11-12.RI.3**

Reading Informational Text:
Craft and Structure Grades 9-12

Learning Target: ***H.RI*** *Integrate content and background knowledge to evaluate and extend understanding of central ideas, concepts, and diverse perspectives presented in multiple sources, including textbooks, on-line texts, and technical and primary source documents.*

RI5: Identifying Text Structure
910.RI.c3 Analyze in detail how an author's ideas or claims are developed. **9-10.RI.5**
910.RI.c4 Identify key sentences or paragraphs that support claims. **9-10.RI.5**
1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument. **11-12.RI.5**
1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument to determine whether the structure makes points clear and convincing. **11-12.RI.5**

RI6: Distinguishing a Point of View
910.RI.c5 Determine the author's point of view or purpose in a text. **9-10.RI.6**
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose. **9-10.RI.6**
910.RI.f3 Determine the speaker's point of view or purpose in a text. **9-10.RI.6; 9-10.SL.3**
910.RI.f4 Determine what arguments the speaker makes.**9-10.RI.6; 9-10.SL.3**
1112.RI.d1 Determine the author's point of view or purpose in a text. **11-12.RI.6**
1112.RI.d2 Determine what arguments the author makes. **11-12.RI.6**
1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text. **11-12.RI.6**
1112.RI.f3 Determine the speaker's point of view or purpose in a text. **11-12.RI.6**
1112.RI.f4 Determine what arguments the speaker makes.**11-12.RI.6**
1112.RI.f5 Evaluate the evidence used to make the speaker's argument. **11-12.RI.6**

Reading Informational Text:
Integration of Knowledge and Ideas Grades 9-12

Learning Target: ***H.RI*** *Integrate content and background knowledge to evaluate and extend understanding of central ideas, concepts, and diverse perspectives presented in multiple sources, including textbooks, on-line texts, and technical and primary source documents.*

RI7: Connecting Diverse Media and Formats
910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**9-10.RI.7**
1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **11-12.RI.7**

RI8: Gather Information
910.RI.d1 Identify claims and arguments made by the author. **9-10.RI.8**
910.RI.d2 Delineate/trace the authors argument and specific claims. **9-10.RI.8**
910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false. **9-10.RI.8**
910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics. **9-10.RI.8**
910.RI.f2 Assess the validity of the arguments across texts on related topics. **9-10.RI.8**
1112.RI.d4 Identify claims made by the author as being fact or opinion **11-12.RI.8**
1112.RI.d5 Distinguish reliable sources from non-reliable. **11-12.RI.8**
1112.RI.d6 Evaluate the premises, purposes, argument that the author makes. **11-12.RI.8**
1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics. **11-12.RI.8**
1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics. **11-12.RI.8**

RI9: Analyzing Across Texts
910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail). **9-10.RI.9**
910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail) address similar central ideas. **9-10.RI.9**
1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail). **11-12.RI.9**
1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail) address similar central ideas. **11-12.RI.9**

RI10. Range of Complexity
910.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts. **9-10.RI.10**
1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts. **11-12.RI.10**
1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts. **1112.RL.10; 1112.RI.10**

National Center and State Collaborative

Elements of the Instructional Families: Reading Informational Text

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

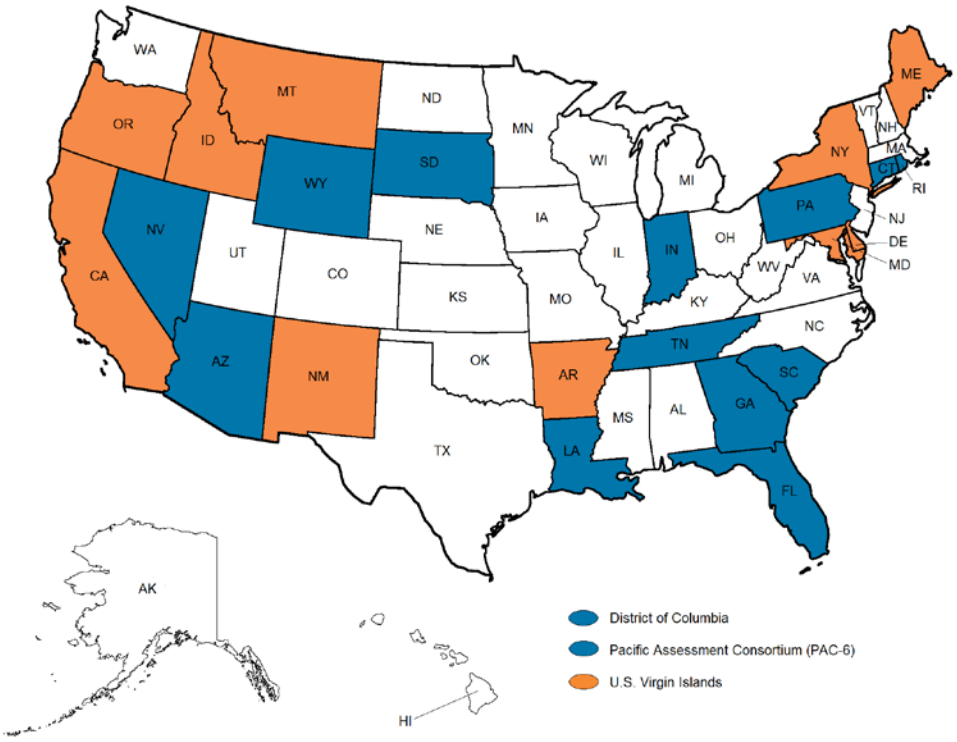
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Elements of the Instructional Families: Reading Informational Text

November 2013

Grades 3–5 Reading Element Card – Informational Text – *Describing the Main idea*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**CCSS:** 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**CCSS:** 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
PI: E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information. E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect). E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts.	**PI:** E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.	**PI:** M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.
CCCs	**CCCs**	**CCCs**
3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and	**4.RI.i3 Determine the main idea of an informational text.** 4.RI.i4 Identify supporting details of an informational text.	**5.RI.c4 Determine the main idea and identify key details to support the main idea.**

orally. 3.RI.j2 Describe the connection between sentences and paragraphs in a text. **3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.**		
Essential Understanding: Identify the topic of a text of information presented in diverse media. THEN Identify a supporting detail of the topic in a text. THEN Identify a supporting detail in diverse media that supports the topic in the medium.	**Essential Understanding:** Identify the topic of a text. THEN Identify a supporting detail of the topic in a text.	**Essential Understanding:** Identify the topic of a text. THEN Identify a supporting detail of the topic in a text.

Suggested Instructional Strategies:

Write to Understand

Graphic Organizer (e.g., bubble)

- List the topic of a text or multi-media and note events and/or details that support the topic (e.g., the best time to plant pumpkins, how long it takes them to grow and ripen, typical size, uses, etc.).
- Use a system of least prompts used when selecting a supporting detail.*

Topic Board/Display

- Identify pictures that represent the topic(s) of a given text.
- Include illustrations or sentences from the text; include events and details that support the topic in a topic board/display or graphic organizer.

Discuss to Understand

Interactive Story Reading[2]

- Choose and pre-read a book prior to instruction.
- Read the text aloud to students, stopping at predetermined points.
- At each stopping point, ask student to share their thoughts and respond to text.

Group Think

- Tell the students what the topic is prior to reading text or watching multi-media. Ask students to identify sentences that tell you the topic and supporting details about the topic (e.g., Tell students that the topic will be pumpkins. Read the informational text “All About

Pumpkins." Students may identify the title as the sentence that tells you what the topic will be. Students can point out any of the details that are included about pumpkins. All About Pumpkins is from a mini page and can be located here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/7343/show/7338/rec/10.

Model to Understand

Think aloud

- Model the thought processes that occur while reading the text. This may include: asking questions while reading the text, identifying important details, identifying the topic, and identifying the main idea.[1]

Suggested Scaffolds and Supports

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)

Additional Resources

[1] Moore, P., & Lyon, A. (2005). New essentials for teaching reading in prek-2. (pp. 96-97). New York, New York: Scholastic.

[2] Pinnell, G. S., & Scharer, P. L. (2003).*Teaching for comprehension in reading, grades K-2. Strategies for helping children read with ease, confidence, and understanding.* New York, New York: Scholastic.

Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Informational Text Grades K-5. Retrieved from: www.isbe.net

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Identifying Text Structure*

Grade 3 students:	Grade 4 students:	Grade 5students:
CCSS:	**CCSS:** 4.RI. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**CCSS:** 5.RI. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
PI:	**PI:** E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect).	**PI:** M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.
CCCs	**CCCs**	**CCCs**
	4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j3 Organize information presented in an information text to demonstrate the text structure.	5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Essential Understanding:	**Essential Understanding:** Identify various informational text structures. THEN Identify signal words associated with each text structure. THEN Identify different ways in which informational texts might be organized.	**Essential Understanding:** Identify a similarity between two pieces of information from a text. THEN Identify a difference between two pieces of information from a text. THEN Identify elements of text structure (e.g., chronology, comparison, cause/effect, problem/solution).

Suggested Instructional Strategies:

<u>Write to Understand</u>

- **Graphic Organizer**
  - Read aloud a variety of informational texts that represent different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). As you read the various texts, ask students to fill out a corresponding graphic organizer so they recognize the differences in text structures.
  - For compare/contrast informational texts, use a Venn diagram to compare and contrast the information within the text. Provide several

different types of informational texts or multi-media (i.e., magazine, online, or newspaper article) for students to use to make comparisons.

- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20th century", and "The future" are headings that indicate a chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to complete the correct graphic organizer using the provided sentences. This can be expanded by providing passages and asking students to pull information from the passages to fill in the graphic organizer. Graphic organizers can be found here: http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf.
- Use a system of least prompt as needed to select information from text and selects appropriate location on graphic organizers.*

Sort to Understand

- Create five different book bins and label them with the different text structures (compare/contrast, description, cause/effect, problem/solution, sequence). After reading several different types of informational texts, ask students to sort the texts into the corresponding bins.
- Provide sentences or sets of sentences with signal words that indicate a specific text structure (e.g., "Before 1900s", "The 20th century", and "The future" are headings that indicate a chronological text structure; these sentences: "Today, only the deepest parts of the ocean are unexplored. But in the 1800s, much of the land west of the Mississippi, all the way to the Pacific Ocean was unexplored," indicate a compare/contrast text structure.). Ask students to sort the sentences by text structure.
- Provide signal words that describe each type of structure as follows:
    - *Cause and Effect.* since, because, made, for this reason,
    - *Chronology.* first, second, third, before, after, when
    - *Compare and Contrast.* similar, different, on the other hand, but, however
    - *Problem and solution.* problem, solution, dilemma, if and then, puzzling

Discuss to Understand

Think-Pair-Share

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words.
- Ask students, "What structure does the author use in this text?" Provide time for students to think about the structure and refer them to the graphic organizer described in the section above if used.
    - Students may answer these questions to help determine the text structure:
        - *Cause and Effect.* What happened? What was the cause?
        - *Chronology.* What is the timespan from the first event to the last? Does the author use signal words to transition from one event to the next?
        - *Compare and Contrast.* What is being compared? Does the author point to similarities and differences?
        - *Problem and solution.* What was the problem? What was the solution? Was the problem solved?
- Pair students and have them discuss their thoughts about the structure.
- Student pairs share their ideas about structure with whole class. As students report out, place pieces of information in a graphic organizer where appropriate to show structure (e.g., if the author has used a chronological structure, place the sentences with the signal

words that demonstrate the chronology on a timeline. For example, the informational piece “A Few Steps Along the Way: Making Our Constitution” uses headings with dates. These headings can be placed on a timeline to show the structure.) “A Few Steps Along the Way…” is from a mini page and can be located here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4.

Model to Understand

- Place a brief informational piece with clear structure and signal words on the overhead or interactive whiteboard. As you read aloud, highlight the signal words. When appropriate, place pieces of information in a graphic organizer to show the structure (e.g., if the author has used a chronological structure, place the sentences with the signal words that demonstrate the chronology on a timeline. For example, the informational piece titled A Few Steps Along the Way: Making Our Constitution uses headings with dates. These headings can be placed on a timeline to show the structure. This piece is from a mini page and can be located here: http://dc.lib.unc.edu/cdm/compoundobject/collection/minipage/id/2669/rec/4).

Suggested Scaffolds and Supports

- Highlighted information within the text (e.g., signal words)
- Graphic organizers
- Interactive whiteboard
- Deliver content using multi-media
- Provide a signal word chart (e.g., http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf)

Additional Resources

Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Informational Text Grades K-5. Retrieved from: www.isbe.net

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3 – 5 Reading Element Card – Informational Text – *Identifying Text Structure*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**CCSS:** 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**CCSS:** 5.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	**PI:** E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	**PI:** M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
CCCs	**CCCs**	**CCCs**
3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	5.RI.b3 Use search tools or text features as a means of locating relevant information.
Essential Understanding: Identify the text features (e.g., charts, illustrations, maps, titles). THEN Locate information in a variety of text features. THEN Identify tools (e.g., sidebars, icons, glossary) that help locate information.	**Essential Understanding:** Identify the text features (e.g., charts, illustrations, maps, titles). THEN Locate information in a variety of text features. THEN Identify tools (e.g., sidebars, icons, glossary) that help locate information.	**Essential Understanding:** Identify the text features (e.g., charts, illustrations, maps, titles). THEN Locate information in a variety of text features. THEN Identify tools (e.g., sidebars, icons, glossary) that help locate information.

Suggested Instructional Strategies:

<u>Sort to Understand</u>

- Use time delay to teach text features.*
- Provide text features (e.g., maps, charts, illustrations) to be sorted into categories.
- Use a System of Least prompts to provide feedback.*

Discuss to Understand

Compare Literary Text to Informational Text (compare/contrast)

- Provide students with a few examples of literary texts and a few examples of informational texts. (Identify each text's type for the students.)
- Invite the students to verbally explain the differences between the two types of texts. (e.g., how are the informational texts different from the literary texts? What do the informational texts have that the literary texts do not?).
- Explain what text features are (e.g., the captions tell us what a picture, illustration, chart or graph is about; timelines summarize important information chronologically).
- After completing the activity above, have students circle, highlight, or otherwise denote the text features found in the sample informational texts.
- Chart each type of text feature, and have students discuss the purpose of each.
- Provide students with an additional sample informational text.

Text divisions- ask students to identify how the text is organized and presented.

1. Lead students through the passage while reading aloud.
2. Have students look over the passage.
3. Highlight the special text features: title, headings, photos, etc.
4. Ask students to discuss the purpose and usefulness of the text features.
   - Why do you think the author included a (map, diagram, headings, etc.)?
   - What does the (selected text feature) do to help you as a reader?

Model to Understand

- Model how to use text features using the "Think Aloud" strategy (e.g., "The title tells me I'm going to read about a tower that might fall. Certain words are boldfaced — these are important, so I'll try to remember them. There is a photograph and a diagram — I can use these to get a clear picture in my mind of what I'm reading.").
- Use a System of Least prompts to teach students to: locate text features, locate signal words, find words in a glossary, locate title, use an index*
- Teach explicitly using a task analysis. For example, steps to finding a word in a glossary.
  1. Place the written word that needs to be located in a place where it can be seen after you turn to the glossary (if the word is in the text on another page, write the word on a separate piece of paper).
  2. Locate the glossary.
  3. Look at the first letter of the word to be located (e.g., "g"), use the guide word in the glossary to locate words with the same letter (e.g., "g".).
  4. Look at the second letter in the word to be located (e.g., "gr") and follow the words down the column until you locate the first word with the same first two letters.
  5. Continue with additional letters until the desired word is located.

Suggested Scaffolds and Supports

- Interactive whiteboard
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Highlighted information within the chart, map, or diagram
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map
- Sentence strips that reflect the key information on a chart, graph, or map
- There are numerous text features. Select a few at a time that are priorities for the students (e.g., bolded text). Practice identifying the specific text feature(s) across multiple documents.

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS: 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**CCSS:** 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**CCSS**
PI: E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding. E.RI.l Using evidence to show how graphics/ visuals support central ideas.	**PI:** E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding. E.RI.l Using evidence to show how graphics/ visuals support central ideas.	**PI:**
CCCs	**CCCs**	**CCCs**
3.RI.I1 Identify information learned from illustrations and information learned from the words in an informational text. 3.RI.I2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.I3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. **3.RI.h4 Use illustrations (e.g. maps, photographs) in informational texts to answer questions.**	4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. **4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions.** 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text. **4.RI.I1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	

Essential Understanding:	Essential Understanding:	Essential Understanding:
Distinguish between text and illustration (e.g., map, photograph, graphic). THEN Identify an illustration (e.g., map, photograph, graphic). THEN Identify sources of information presented visually. THEN Identify which source (visual or text) provides given information. THEN Recall information from a text feature (e.g. map, photograph, graph).	Distinguish between text and illustration (e.g., map, photograph, graphics). THEN Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps). THEN Locate information within a simplified chart, map or graph. THEN Identify which source (visual or text) provides given information. THEN Recall information from a text feature (e.g. map, photograph, graph). THEN Explain the purpose of a given chart, map or graph. THEN Describe the purpose of a specified aspect within a chart, map or graph.	

Suggested Instructional Strategies:

<u>Write to Understand</u>

- T-Chart Graphic Organizer. On the left record text information that helps a student learn about a topic or concept. On the right record the student's answers to the following critical thinking questions.
    - What is the most important information and why?
    - What are the most important facts?
    - Why did the author want the reader to learn these?

<u>Sort to Understand</u>

- Use example/non-example to teach illustration from text*
- Use time delay to teach students to identify types of illustrations*
- Provide cards with text and cards with different types of illustrations (e.g., map, diagram, photograph, graphics). Ask students to sort examples of text from examples of illustrations.

<u>Discuss to Understand</u>

Teach using the 5 W's and How Strategy. (Who, What, When, Where, Why, and How)

- Provide students with an informational text that contains illustrations, such as, maps, photographs or other graphics. Have students highlight

all illustrations within the informational text. Discuss how the illustrations differ from the actual text. Review each type of illustration in the text making a chart with each type of illustration and draw example of each. Ask students questions about types of illustrations and which they would use to answer specific questions about the text. For example:

- Which illustration would you use to answer the question, "In what year did Abraham Lincoln deliver the Gettysburg Address?" Students answer "timeline."

- Use system of least prompts when teaching students to identify which source or type of source might provide the needed information.

Model to Understand

Teach using QAR.

Model the four types of questions:

- Right There- Pose a question to the class that may be answered by looking in more than one location of the text.
- Think and Search- Ask a question that may be answered by looking in more than one location of the text.
- Author and Me- Pose a question that requires "reading" the text and using knowledge that is in your head.
- On My Own- Ask a related question that can be answered without having to read the text. These are usually higher level thinking questions.

Suggested Scaffolds and Supports

- Highlighted information
- Add images to information presented visually
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions.
- Interactive whiteboard
- Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)
- Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map

Additional Resource

Realizing Illinois Common Core Teaching and Learning Strategies English & Language Arts Reading Informational Text Grades K-5. Retrieved from: www.isbe.net

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3–5 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 3 students:	Grade 4 students:	Grade 5 students:
CCSS: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**CCSS:** 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	**CCSS**5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PI: E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.	**PI:** E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. E.RI.n Analyzing how authors use facts, details, and explanations to develop ideas or support their reasoning.	**PI:** M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.
CCCs	**CCCs**	**CCCs**
3.RI.n1 Identify facts that an author uses to support a specific point or opinion.	4.RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4.RI.n1 Identify facts that an author uses to support a specific point or opinion.	**5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.** 5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text. 5.RI.g1 Identify the author's stated thesis/claim/opinion. 5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.
Essential Understanding: Match a fact to a fact given in a text. THEN Identify one fact in an informational text. THEN Differentiate between a fact and an opinion.	**Essential Understanding:** Identify the main idea in an informational text. THEN Identify one reason or fact that supports the main idea in an informational text.	**Essential Understanding:** Identify at least one point or claim the author makes in an informational text. THEN Identify examples/evidence (one reason, fact, or statement) that supports a point made by the author in an informational text.

Suggested Instructional Strategies:
<u>Write to Understand</u>

- Use a graphic organizer to show an opinion and facts that support an opinion.
- Use system of least prompts as needed to provide feedback.*

Sort to Understand

- Use example/non-example to teach fact vs. opinion.
- Provide facts and opinions on a topic to be sorted into categories.

Discuss to Understand

Question Quandary/Think-Pair-Share

- What words in this sentence, line or paragraph are the most important and why?
- If you could choose one idea from this page as the most important one, which would it be and why?
- How can you tell the author thinks a certain idea is the most important and why?
- What is the most important idea you've gotten from the text and why?
- Use system of least prompts as needed to provide feedback.*

Model to Understand

- Place an informational text on the overhead or interactive whiteboard. While reading aloud, highlight information (maybe in multiple colors- one for claims and one for evidence supporting the claims) such as facts, opinions, or claims.

Suggested Scaffolds and Supports

- Highlighted headings, key words or sentences
- Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Add images that represent important information
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Graphic organizers
- Teach using meaningful content from a variety of mediums (e.g., internet)

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**CCSS:** 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**CCSS:** 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details. M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	**PI:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).	**PI:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).
CCCs	**CCCs**	**CCCs**
6.RI.c1 Identify prior knowledge of an event or topic. **6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.** 6.RI.c5 Summarize the points a speaker makes. 6.RI.e2 Summarize the points an author makes.	7.RI.j4 Provide/create an objective summary of a text.	8.RI.j5 Provide/create an objective summary of a text.
Essential Understanding: Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.	**Essential Understanding:** Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.	**Essential Understanding:** Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.

Suggested Instructional Strategies:

Write to Understand

- Use a sequence chart to record events as they happen in a story, poem or drama.
- Use system of least prompts as needed to provide feedback.*

Discuss to Understand

Teach using Word Splash

- Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.
- Type or write, then copy for individual students or small groups.
- Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. Allow students to make predictions about the central idea of the text in their groups.
- Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small groups.

One Sentence Paraphrase (1SP).

1. Select a section of text that includes several paragraphs. Display the text on the board or screen to allow the class to work as a group.
2. Read the first paragraph with the class. Cover the paragraph. Ask students to write **one** sentence that reflects their understanding of the paragraph.
3. Share several sentences, looking for similarities and differences.
4. Read the next paragraph and continue the process.

Model to Understand

Model the following summarizing steps:

1. Go through the passage and delete trivial or unnecessary material.
2. Delete redundant or repeated material.
3. Model how to substitute terms for lists (i.e., substitute flowers for daisies, tulips, and roses).
4. Model how to create a one sentence summary based on the steps 1-3.

Teach students to make notes in the margins (i.e., questions for discussion or future thinking, notes to identify important information, comments about content); notes can be on sticky notes if writing in the book is not appropriate.

Suggested Scaffolds and Supports

- Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary).
- Picture/object/tactile representations to illustrate and sequence important events in the text
- Sentence strips that summarize the beginning, middle, and end of the text for sequence
- Sample text and three proposed summaries

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS:** 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**CCSS:** 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
PI: M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.	**PI:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).	**PI:** M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).
CCCs	**CCCs**	**CCCs**
6.RI.d2 Use textual evidence to support inferences.	**7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.** 7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	**8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.** 8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries.
Essential Understanding: Make an inference from an informational text. THEN Match evidence to a given inference from a text.	**Essential Understanding:** Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary of an informational text. THEN Identify a detail to support the inference, conclusion, or summary.	**Essential Understanding:** Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary of an informational text. THEN Identify a detail to support the inference, conclusion, or summary.

Suggested Instructional Strategies:

**This card focuses on making inferences and drawing conclusions. For information on summarizing see 6.RI.c2, 7.RI.j4, 8.RI.j5.*

Write to Understand

- Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so…"
- First the students have to find out what the reading says.
- Next they find information from the text that will help answer the question.
- Then they add, in their own words, their thoughts about what the reading says.
- Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
- Use a graphic organizer to record evidence or make connections among pieces of information.
- Use system of least prompts as needed to provide feedback.*

Discuss to Understand

- Break students into small groups to discuss connections between texts, summaries or conclusions. Questions might include:
  - *What is this book really about?*
  - *In one or two sentences, can you summarize the book?*
  - *What is the author trying to teach you?*
  - *What have you learned?*

Model to Understand

- Model making inferences, summaries, and conclusions as you read an informational text aloud.
- Teach using the think- aloud strategy.

Suggested Scaffolds and Supports

- Use picture/object/tactile representations to illustrate important events or details of events in the text.
- Sentence strips that reflect evidence about the topic
- Use multi-media as a means for presenting information.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet).

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CCSS:** 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
PI: M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	**PI:** M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	
CCCs	**CCCs**	**CCCs**
5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words. **6.RI.b4 Summarize information gained from a variety of sources including media or texts.** 6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). 6.RI.c4 Explain how information gained in diverse media and formats contributes to the understanding of a topic, text, or issue under study.	

Essential Understanding:	Essential Understanding:	Essential Understanding:
Identify the topic of portion of a text or media presentation. THEN Identify the topic of a text or media presentation. THEN Retell details about a text or media presentation. THEN Identify the most important details from a text. THEN Identify the most important detail from a media presentation.	Identify a topic from a single source. THEN Identify the details, ideas, opinions linked to the topic from a single source. THEN Identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally). THEN Identify common information (e.g., details, ideas, opinions) from multiple diverse sources (e.g., presented visually, quantitatively, orally).	

Suggested Instructional Strategies

**This card focuses on topic and gaining information. For information on summarizing see 6.RI.c2, 7.RI.j4, 8.RI.j5.*

Write to Understand

- Keep a record of important information from various sources using a graphic organizer.
- Keep record of recurring topic as the text is read- noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text).
- Use a graphic organizer (e.g., t-chart) to record information from diverse sources.
- Use a system of least prompts as needed to provide feedback.*

Discuss to Understand

- Teacher think aloud of topic and evidence from sources.
- Tell the students what the question(s) is prior to reading text. Have students identify sentences in the text that provide important information or answer the question.

Model to Understand

- Keep record of recurring topic as the text is read- noting events and details that support the topic (e.g., information about planting fruits and vegetables recurs in this text).
- Place text on overhead or interactive whiteboard. Model identifying the topic.
- Model using a graphic organizer to summarize information gained from multiple sources.

Suggested Scaffolds and Supports

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic

- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Highlighted information within the text
- Graphic organizers

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Gather Information*

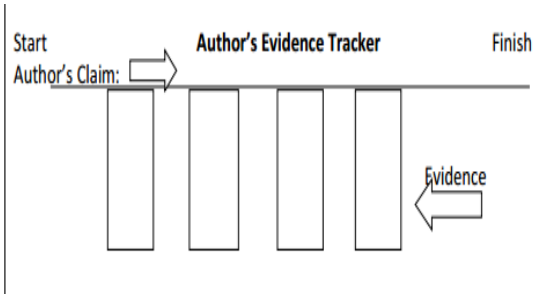
Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**CCSS:** 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**CCSS:** 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
PI: M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.	**PI:** M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.	**PI:** M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.
CCCs	**CCCs**	**CCCs**
6.RI.g5 Identify an argument or claim that the author makes. **6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.** 6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.	7.RI.k3 Identify an argument or claim that the author makes. **7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.** 7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.	**8.RI.k4 Identify an argument or claim that the author makes.** 8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.
Essential Understanding: Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact versus a claim.	**Essential Understanding:** Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact vs. a claim.	**Essential Understanding:** Identify a fact from the text. THEN Identify a claim from the text. THEN Differentiate a fact vs. a claim. THEN Match evidence to a claim.

Suggested Instructional Strategies:

<u>Write to Understand</u>

Graphic Organizer

- Use an evidence tracker to record claims an author makes.



http://creativecommons.org/licenses/by-sa/3.0/

- Teach the skill of evaluating claims using a task analysis.

Annotating the text

- Students are encouraged to "mark up" the text by highlighting important information such as claims an author makes and supporting evidence, definitions, key vocabulary.

Model to Understand

- Place text on overhead or interactive whiteboard. Model the process of reading through an argument by answering the following questions:
  - What does the title suggest?
  - Who is the author? Is the author a reliable source?
  - What is the author's claim?
  - How does the author support the claim with evidence?
  - What is the publication date?
  - What is my background knowledge on the issue?
- Model the process of reading an argument.
  - Read through once for an initial impression
  - Read/review the argument several times
  - Annotate as you read
  - Highlight key terms and important information
  - Evaluate the evidence
- Use example/non-example to teach fact vs. claim.*
- Model using a graphic organizer to record arguments, facts, and claims.

Suggested Scaffolds and Supports

- Highlighted information within the text
- Graphic organizers
- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect supporting details about the topic
- Videos or story boards/cards of the story for visual supports

- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Teach using meaningful content from a variety of mediums (e.g., internet)

Additional Information

Annotating a text: https://www.ramapo.edu/crw/files/2013/03/20-2.pdf; http://www.youtube.com/watch?v=IzrWOj0gWHU; http://vd-p.d91.k12.id.us/Curriculum_Resources/Sheltered%20Instruction%20%28SIOP%29/Fall%202011%20Class%20-%20Where%20Every%20Student%20Learns/Session%2001/Fall%202011/01_Beyond%20the%20Yellow%20Highlighter.pdf; http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 6–8 Reading Element Card – Informational Text – *Analyzing Across Texts*

Grade 6 students:	Grade 7 students:	Grade 8 students:
CCSS: 6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**CCSS:** 7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**CCSS:** 8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
PI: M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.f Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.	**PI:** M.RI.l Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.	**PI:** M.RI.l Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.
CCCs	**CCCs**	**CCCs**
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	**7.RI.l1 Compare/contrast how two or more authors write about the same topic.** 7.RI.l2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**
Essential Understanding: Identify two texts on the same topic. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN Compare two statements about the same	**Essential Understanding:** Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN	**Essential Understanding:** Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the texts that disagree on the same topic. THEN

topic.	Compare two selections of text on the same topic.	Distinguish identified statements as fact or interpretation.

Suggested Instructional Strategies:

Write to Understand

- Use a Graphic Organizer (e.g., double bubble map, Venn diagram, matrix to compare two articles about Lincoln)
- Use a system of least prompts as needed to provide feedback.*

Sort to Understand

Provide information on a topic from two texts. Have students sort one author's information from another's.

Discuss to Understand

- Reading for a Purpose: Prime students by providing specific information to listen for as a text is read (e.g., Myths and Truths About Thanksgiving; located at: http://www.readwritethink.org/classroom-resources/lesson-plans/myth-truth-first-thanksgiving-65.html)
- Provide guiding questions after paragraphs or sections of the text is read aloud.

Model to Understand

- Model determining the author's point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author's point of view.

Suggested Scaffolds and Supports

- Highlighted information within the text
- Graphic organizers

Additional Resources:

http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/Literacy%20Middle/Grade%206_GP_Argument3_RI.6-5.6.8.9TE.pdf

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 9–12 Reading Element Card – Informational Text – *Using Details to Describe Text*

Grade 9-10 students:	Grade 11-12 students:
CCSS: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**CCSS:** 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
PI: H.RI.b Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).	**PI:** H.RI.b Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).
CCCs	**CCCs**
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text. 910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text or an adapted grade appropriate text.	**1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.** 1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text or an adapted grade appropriate text.
Essential Understanding: Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary from an informational text. THEN Identify details to support the inference, conclusion, or summary.	**Essential Understanding:** Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary from an informational text. THEN Identify details to support the inference, conclusion, or summary.

Suggested Instructional Strategies:

<u>Write to Understand</u>

Graphic Organizer

1. Teach students to make inferences using an "It Says, I Say, And So" Graphic Organizer "It Says – I Say – And so…" Use the graphic organizer to model the process. Then have students complete the graphic organizer using the steps below.
2. First the students have to find out what the reading says.
3. Next they find information from the text that will help answer the question.
4. Then they add, in their own words, their thoughts about what the reading says.
5. Students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.

Sort to Understand

- Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion.
- Use examples and non-examples to sort information pertaining to conclusions or summaries.* Provide evidence from a text. Have students sort supporting evidence from evidence that does not support a conclusion or summary.

Model to Understand

- Model making inferences as you read aloud a text.
- Model the process of determining which pieces of evidence are strongest.

Discuss to Understand

1. Teach using online collaboration.
2. Have students use a form within Google Docs as graphic organizer or a graphic organizer you create on the computer.
3. Have students record the information from the text on the computer.
4. In small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author's thesis/premise and its supporting points.
5. Continually guide discussions to focus on specific words, phrases and sentences the author used to deliver his/her message.

Suggested Scaffolds and Support

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that reflect evidence about the topic
- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Use multi-media to present information on a topic

Additional Resources

https://www.teachingchannel.org/videos/student-annotated-reading-strategy

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 9–12 Reading Element Card – Informational Text – *Distinguishing a Point of View*

Grade 9-10 students:		Grade 11-12 students:
CCSS: 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		**CCSS:** 11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
PI: H.RI.c Analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view. H.RI.f Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).		**PI:** H.RI.d Describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information). **PI:** H.RI.f Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).
CCCs		**CCCs**
910.RI.c5 Determine the author's point of view or purpose in a text. 910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose. 910.RI.f3 Determine the speaker's point of view or purpose in a text.		**1112.RI.d1 Determine the author's point of view or purpose in a text.** 1112.RI.f3 Determine the speaker's point of view or purpose in a text.
Essential Understanding: Identify what an author tells about a topic. THEN Identify the author's purpose in telling about a topic. THEN Then Identify the author's opinion about the topic.		**Essential Understanding:** Identify what an author tells about a topic. THEN Identify the author's purpose in telling about a topic. THEN Then Identify the author's opinion about the topic.

Suggested Instructional Strategies:

<u>Write to Understand</u>

Read-Only, Purpose Statement, Support Strategy

1. Begin the activity by reading aloud or allowing the students to read independently (poem, chapter, and section) without highlighting or note-taking.
2. After completing a deliberate read, have students write a single sentence highlighting the author's purpose of the text.
3. When the purpose sentence is complete, students identify specific words, phrases and clauses from the text the author used to advance their intent.

T-Chart Graphic Organizer

- Graphic organizer that shows visually where information is one sided (t-chart showing where an article on the civil war is very inclusive of facts related to one side and exclusive of facts related to the other side)

Discuss to Understand

Reading for a Purpose

- Prime students by providing specific information/guiding questions to listen for as a text is read (e.g., "This article talks about the dangers of texting while driving. Listen for the reasons why it is dangerous to text while driving.").

Model to Understand

- Determining the author's point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author's point of view/author's purpose.

Suggested Scaffolds and Support

- Pictures, objects or tactile representations to illustrate the topic, events or details
- Sentence strips that provide support for the authors point of view
- Videos or story boards/cards of the story for visual supports.
- Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
- Graphic organizers
- Highlighted information within the text
- Teach using meaningful content from a variety of mediums (e.g., internet)

Grades 9–12 Reading Element Card – Informational Text – *Connecting Diverse Media and Formats*

Grade 9-10 students:		Grade 11-12 students:
CCSS: 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		**CCSS:** 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
PI: H.RI.e Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message).		**PI:** H.RI.e Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message).
CCCs		**CCCs**
910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		**1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**
Essential Understanding: Identify, from print sources, information about the topic of the informational report. THEN Identify, from digital sources, information about the topic of the informational report. THEN Compare/contrast how the topic is portrayed in each medium.		**Essential Understanding:** Locate information within a text related to a given topic. THEN Determine the usefulness of the information for a given topic.

Suggested Instructional Strategies:

<u>Write to Understand</u>

Poster Presentation:

- Use multiple components to develop a complete profile on a person's life. Include an informational map, timeline and graphic organizer that compare various sources of information (print vs. media).
- Complete an informational map (e.g., bubble map showing aspects of a person's life) using photos, newspaper stories, graphs, books, TV news stories.
- Complete a timeline of a subject
- T-chart/Venn diagram to compare print and media information

Sort to Understand

- Sort provided facts into categories (e.g., early life, turning points, accomplishments, end of life)

Discuss to Understand

Socratic seminar*

- Choose a segment of a movie or video based on Abraham Lincoln's life and accomplishments. Choose a segment of a published book on the same topic.
- Review the material several times, emphasizing the most important facts.
- Provide students with a range of questions that will allow students of varying ability levels to participate
- Facilitate a discussion that relates to the questions as well as how the two mediums differ

Think-Pair-Share*

- Discus the different facts and/or sources of information

Model to Understand

- Use a think aloud to explore how to answer a question from multiple sources and how reliable those sources are (e.g., the question is "Why is immigration law an important topic?" Use newspaper articles, TV news reports, etc. to answer questions and show how different points of view are displayed).

Suggested Scaffolds and Support

- Highlight text
- Images to support texts
- Graphic organizers
- Different colored pens to show information from multiple sources
- Teach using meaningful content from a variety of mediums (e.g., internet)
- Segment text and videos into shorter sections

***** Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

National Center and State Collaborative

NCSC Curriculum Resource to Prepare Students for AA-AAS

Language Arts Content: Reading Informational Texts

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this Resource Guide were developed as part of the National Center and State Collaborative by Special Educators Angel Lee, M.Ed., Diane Browder, Ph.D., and validated by Jean Vintinner, Ph.D. at the University of North Carolina at Charlotte for under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

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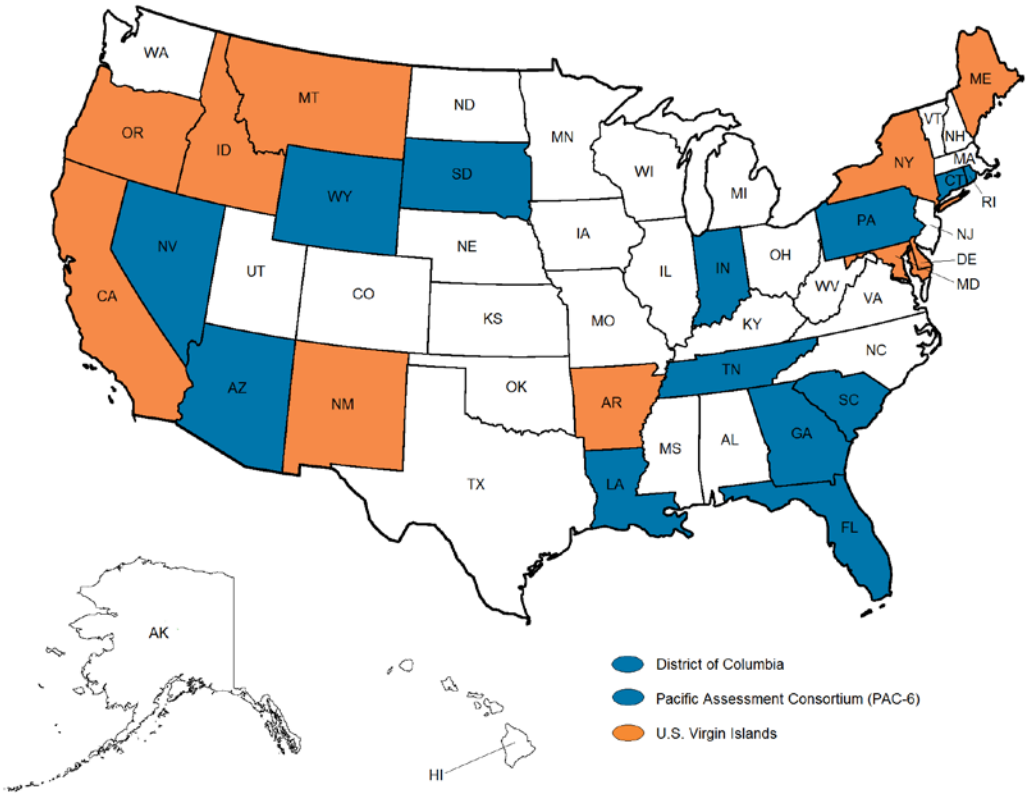
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

NCSC Curriculum Resource to Prepare Students for AA-AAS

Language Arts Content: Reading Informational Texts

September 2013

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Curriculum Resource to Prepare Students for AA-AAS
Language Arts Content: Reading Informational Texts

The purposes of the Curriculum Resource Guides Are:
• To provide guidance for teaching the Common Core State Standards (CCSS) to students with Significant Cognitive Disabilities (SWSCD) that both aligns with these standards and provides differentiation for individual student needs • To serve as a companion document to the Progress Indicators for the CCSS found in the NCSC Learning Progressions • To help educators build knowledge of the essential content reflected in these Progress Indicators of the CCSS • To delineate the necessary skills and knowledge students need to acquire to master these indicators • To provide examples for differentiating instruction for a wide range of SWSCD. These examples can be used in planning specific lessons, alternate assessment items, and professional development.

Teaching informational text is a broad topic with an increased focus in the Common Core State Standards. The topics of focus for the Curriculum Resource Guide are categorized by the College and Career Readiness Anchor Standards for Reading. The skills described under each heading are not comprehensive but are intended to represent the curricular emphasis seen in general education texts.

1a. Key Ideas and Details

What are "main ideas" and how are they taught in general education settings?

The main ideas of informational text are the most important points that the author is trying to make about a specific topic. Identifying and categorizing main ideas within informational text is critical to successful readers because it allows readers to prioritize information in text.

Common misunderstandings

Students may have difficulty determining what essential information is. Students often misinterpret details as being the main idea and need to be guided to see the author's overall point or the 'big picture'. It is also important to note that the main idea is not simply what the text is about (e.g., informational text covering the

discovery of electricity; Benjamin Franklin was key in its first applications, but he is not the main idea).

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Distinguish fiction from nonfiction
- Identify the author's key points
- Summarize text
- Comprehend text
- Identify supporting details

What are "supporting details" and how are they taught in general education settings?

The supporting details of informational text are information that help to clarify the readers' understanding of the most important points that the author is trying to make about a specific subject. Identifying and categorizing main ideas within informational text is critical to successful readers. You support your main idea by explaining it, describing it, defining it, or otherwise giving information about it.

Common misunderstandings

- Not all information in text is considered supporting details. Authors sometimes provide additional details that are not essential to the understanding of the main idea.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Determine the main ideas within a text
- Summarize text
- Comprehend text

What is "inference" and how is it taught in general education settings?

Inference is using the information gained from the text along with background knowledge to figure out something that the author doesn't explicitly share. Making inferences significantly boosts comprehension as it makes the reader draw on prior knowledge and make personal connections for greater recall.

Common misunderstandings

Often, being taught how to make inferences is overlooked and thought to be implicitly learned. Also, we often assume as teachers that all students have the

same or similar prior knowledge; we must be diligent to provide examples and background understanding.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Identify clues given that help the reader determine an idea/theme/conclusion that is not explicitly stated
- Comprehend text

What is "summarizing" and how is it taught in general education settings?

Summarizing involves determining the essential information within a text and putting the big ideas or most important concepts of a text into one's own words. Summarizing is an important skill because it helps students remember what they have read.

Common misunderstandings

- Teachers sometimes mistakenly believe that students have the ability to determine what is essential within a text. Often this requires explicit teaching for students to learn this skill.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Comprehend text
- Determine main ideas

1b. Craft and Structure

What is "text structure" and how is it taught in general education settings?

Text structure refers to how an author has organized the information presented in his/her text. Understanding the various ways content area texts are organized and written is essential for students to be able to readily identify key concepts and relationships, anticipate what's to come, and be able check their comprehension as they read.

Types of Text Structure used in Informational Texts:

1. Description: a detailed description of something to give the reader a mental picture
2. Sequence: gives readers a chronology of events or a list of steps in a procedure
3. Problem and Solution: sets up a problem or problems, explains the solution, and then discusses the effects of the solution

4. Cause and Effect: presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow
5. Compare and Contrast: examines the similarities and differences between two or more people, events, concepts, ideas, etc.

Common misunderstandings

Text structure is often part of reading instruction that teachers presume their students will inherently learn. Believing that students will come to understand and identify text structure through exposure alone to informational text is a misconception. Explicit text structure instruction and activities can be incorporated into teaching literacy and substantially help students with organizing their thoughts and increasing their comprehension. It is also important that students learn when and how to choose appropriate flow charts and organizers to match the text structure they are currently reading.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to know:

- Identify signal words that indicate which text structure is being used (e.g., first, next, then, last, because, alike, differ, etc.)
- Comprehend text

What are "text features" and how is it taught in general education settings?

Text features are various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas (e.g., bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering). Understanding how to navigate through informational text, quickly find key concepts, identify what the author feels is most important are all essential to effective readers.

Some of the most important text features include:

1. Title
2. Table of Contents
3. Photos
4. Captions
5. Diagrams
6. Headings
7. Sub-titles
8. Bold Print
9. Date Line
10. Glossary
11. Index

Common misunderstandings

Not all highlighted, italicized or bolded words need to have explicit instruction. The reader may already know some of these words. In addition, some of these words may appear in the text infrequently. Teachers need to be selective when choosing which words to explicitly teach, making sure that they are important words that will likely appear again later in the text.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Comprehend text
- Scanning the text for key words the author believes are most important
- Using the glossary, table of contents and index to find specific information without reading entire sections
- Understanding that captions are important to extended understanding of photos, diagrams, etc.

1c. Integration of Knowledge and Ideas

What is "gaining information from visuals" and how is it taught in general education?

Visuals used in informational text may include charts, graphs, tables, timelines, or diagrams.

Common misunderstandings

Teacher may overlook visual in instruction. Remember that comprehension can be supported by visuals, explicitly teach ways that visuals support reader understanding of text rather than being superfluous to the content.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Differentiate between text features
- Gain meaning from images

What are "fact and opinion" and how are they taught in general education settings?

Fact versus opinion is a concept that is generally taught and supports student's ability to determine what can be supported by facts and evidence and what is simply based on personal opinion. Understanding fact and opinion is essential for a reader's comprehension of informational text. A fact is an objective piece of information that can be verified and is usually expressed by numbers or quantities,

weights or measures, and in concrete language. An opinion is a subjective piece of information that is primarily based on an individual's values and perspectives.

Common misunderstandings

Simply because many people believe in something, does not necessarily make it a fact; it only means that a lot of people share a common opinion although opinions can be based on fact.

Prior knowledge/skills needed (can be taught concurrently)
In general education, the student typically will need to:

- Recognize key words and phrases for fact such as: according to, it has been proven
- Recognize key words and phrases for opinion such as: may have, it is believed, appears, seems like

2. What are some of the types of activities general educators will use to teach this skill?

2.1 Activities from General Education Resources

Determining main idea

- Read text in segments, stopping to allow students to identify the main idea. Use a graphic organizer to list main ideas and details. Full lesson plan available at http://betterlesson.com/lesson/33460/main-idea-strategies
- After reading informational text, present students with three sentences. Ask students to select the sentence that gives the main idea.

Selecting supporting details

- **Reading Guides.** The teacher determines the major ideas from a book and then writes questions or statements designed to guide readers through the major ideas and supporting details of the text. Guides may be phrased as statements or as questions. Initially, teachers and students work together to respond to statements or questions on the reading guides during the reading process. Teachers should monitor and support students as they work. As students gain proficiency at completing reading guides, they may design their own guides and provide support for one another. More information on guides can be found at: http://www.readingrockets.org/strategies/reading_guide/

Making inferences

- **Two-Column Notes.** T-notes provide students with a means of citing evidence/taking notes while listening or reading. T-notes are generally created by dividing a sheet of notebook paper in half. While listening or reading, students record evidence (e.g., record facts from the text that the author provides) in the right column. Students use the left column to make inferences, ask questions, or draw pictures to clarify their evidence. See *freeology* and *reading lady* graphic organizers (Sanda, Havens, & Maycumber, 1988).

Summarizing

- **Summarizing and Note-taking** Students must possess the ability to synthesize information in order to summarize and take notes. Details will help tell you about the main idea (Marzano, Pickering, &Pollock, 2001). Students should be reminded not to confuse a text detail with the main idea.
    1. During the oral reading, model using think-aloud multiple times. Include statements such as: “This detail tells me…” “The text is mostly about…” “This is a very important detail…” “This passage talks about…”
    2. Post at least four sentences that all students can see. Use a think-aloud approach with the students and explain why the central ideas are central and why the others are details. It is important for students to hear your thinking.
    3. Explain why finding the central idea is an important skill. Show students how to record the main idea/details in a graphic organizer.
    4. Model and practice in small groups numerous times before students try it independently.
    5. There are a variety of graphic organizers that can work for this skill depending on the length of the text.

Identifying text structure

- **Text Structures.** Discuss how writers use text structures to organize information. Introduce students to the different types of text structures in the following order: description, sequence, problem and solution, cause and effect, and compare and contrast. As students encounter different texts, note the signal words that accompany the different structure. Teach and model the use of graphic organizers that go with each text structure. To practice identifying different text structures, have a Treasure Hunt with a newspaper, magazine, nonfiction book or textbook chapter (Dymock, 2005).

Using visuals to gain information

- **THIEVES.** THIEVES stands for *t*itle, *h*eadings, *i*ntroduction, *e*very first sentence in a paragraph, *v*isuals and *v*ocabulary, *e*nd-of-chapter questions, and *s*ummary. The teacher guides students through a preview of a nonfiction text. Then, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter. They also discuss how the strategy was useful and allowed for better understanding of a text by looking at different formats (e.g., text vs. graphs/tables/charts) (Manz, 2002). More information can be found at: http://www.readwritethink.org/files/resources/lesson_images/lesson112/elements.pdf

Distinguishing fact and claim

- **Discussion Web.** This strategy helps students visualize the important points of an issue and quickly identify opposing points of view on the subject. The teacher selects a reading that elicits clearly defined opposing viewpoints. The reading is passed out or read aloud. A graphic organizer can be used by the student/small

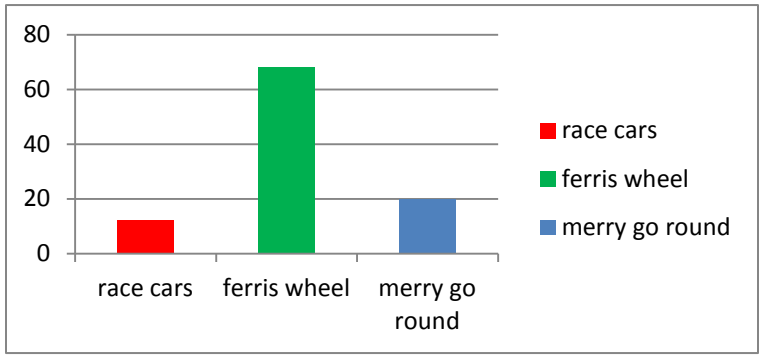
group to identify the main question of the text. The student/small group will note the pros/cons from the reading on the graphic organizer; as they will also list their final conclusion. Conclusions will also be placed on index cards. Cards will be collected and the results will be tallied. Results should be shared with the class; then list the most common pro and con reasons for these decisions (Alvermann, 1991).

2.2 Links Across Content Areas

- Reading for information is important in language arts, but equally important in all curricular areas. Once a student learns how to read, organize, understand and collect valuable information from reading text, those skills can then be utilized in all subject areas. It is important that teachers in all of the content areas to support the ideas and skills taught in this module. It will increase the student's ability to quickly find necessary information within any text to be a successful learner.

3. What Connectors to the Common Core Standards Are Addressed in Teaching "Reading Informational Texts"?

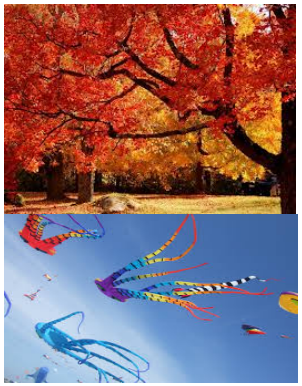
- The Core Content Connectors (CCC) are categorized into four strands: Reading at the Word Level, Habits and Dispositions, Reading Literary Texts, and Reading Informational Text. Each strand provides the CCC as well as the aligned grade-specific CCSS.
- CCCs relevant to this curriculum resource guide can be found in the Reading Informational Text strand.
- These CCCs can be accessed via the NCSC WIKI at https://wiki.ncscpartners.org/mediawiki/index.php/Curriculum_Resources#Content_Modules

Performance Examples for Priority CCCs		
Grade 4		
CCC	**Performance Example**	**Essential Understandings**
4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.	A) The county fair is coming to town soon. Many students have a favorite ride at the fair. The 4th grade students at Star Elementary School asked each fourth grader what their favorite ride was. Use the graph below to decide which ride most of the fourth graders said was their favorite.  B) The favorite ride among 4th graders at Star Elementary school was: Race cars Ferris Wheel Merry Go Round	EU: Distinguish between text and illustration (e.g., map, photograph, graphic). THEN Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps). THEN Locate information within a simplified chart, map or graph. THEN Identify which source (visual or text) provides given information. THEN Recall information from a text feature (e.g. map, photograph, graph). THEN Explain the purpose of a given chart, map or graph. THEN Describe the purpose of a specified aspect within a chart, map or graph.

<table>
<tr><td colspan="3">Grade 6</td></tr>
<tr><td>CCC</td><td>Performance Example</td><td>Essential Understandings</td></tr>
<tr><td>8.RI.k4 Identify an argument or claim that the author makes.</td><td>A) Flying Kites
People love to fly kites. It is one of the fastest growing sports in the world. In the USA alone, there are over 50 million kites sold every year. While you can fly a kite in almost any season, fall is the best season for kite flying.

B) Answers

Which of these sentences is a claim that the author makes?

 
While you can fly a kite in almost any season, fall is the best season for kite flying.

In the USA alone, there are over 50 million kites sold every year.

It is one of the fastest growing sports in the world.

*Kite facts obtained from http://www.kiteman.co.uk/DidYouKnow.html</td><td>EU: Identify a fact from the text.
THEN
Identify a claim from the text.
THEN
Differentiate a fact vs. a claim.</td></tr>
</table>

<table>
<tr><td colspan="3">Grade 11-12</td></tr>
<tr><td>CCC</td><td>Performance Example</td><td>Essential Understandings</td></tr>
<tr><td>1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</td><td>A) Listen to this passage. After I read the passage you will select the best summary.
How Does Infrastructure Help a City Run Smoothly
The Transportation System
Cities depend on transportation systems because people need to travel from one place to another. The transportation system includes roads, bridges, trains, and in some cities subways. We can see the transportation system as we move through a city. The Brooklyn Bridge in New York City was once called the eighth wonder of the world.
The Water System
The water system is important to a city because people depend on water to drink, cook, and clean. Many parts of the water system are underground and not visible to the people living in the city. The water is kept clean by treatment plants.
The Communication System
Cities must have an effective communication system because many people work in the city. They depend on things like phones, computers and fax machines in order to do their jobs. Communication systems are operated through cables that are usually buried underground. Also, satellites that are hundreds of miles overhead allow people to use the internet.
The Power System
Possibly the most important part of a city’s infrastructure is the power system. The power system is important because all of the systems mentioned above require power. Without power traffic lights could not work; treatment plants could not make the water safe to drink. People could not operate appliances, turn on lights or watch TV. We get power from power plants. Sometimes we can see wires and cables that provide power along the sides of the streets on poles.

B)Answers

Which is the best summary

<table><tr><td>A city has important infrastructure systems such as the transportation system, the water system, the communication system, and the power system. These systems help the city run smoothly.</td><td>The power system is the most important system. It is important because so many people depend on power. They need to watch TV and turn their lights on.</td><td>A city depends on many things to run smoothly. It depends on infrastructure. It also depends on the people who live there and pay taxes. Cities depend on special attractions, for example Disney World.</td></tr></table></td><td>EU: Make an inference from an informational text.
THEN
Identify a conclusion from an informational text.
THEN
Identify a summary from an informational text.
THEN
Identify details to support the inference, conclusion, or summary.</td></tr>
</table>

4. What Are Some Additional Activities That Can Promote Use of these Academic Concepts in Real World Contexts?

- Conduct research in order to make informed decisions regarding what jobs or colleges to apply for.
- Read and review tips for better interviews at: http://jobsearch.about.com/od/interviewsnetworking/a/teeninterview.htm then practice interviewing.
- Review samples of resumes; begin resume building.
- Apply an understanding of text structure, especially cause/effect or problem/solution to current events articles. Discuss the issues. Generalize issues to local issues or aspects of daily life.
- Summarize real life activities or events using main idea/supporting details.
- Draw connections from informational text to real world current events. This allows the student to see the word used without the context of the book or text. This supports students understanding of the relevance of content and will increase engagement.
- Apply an understanding of text features when using the Internet.
- Use informational texts to promote good citzenship (e.g., choosing to recycle based on evidence that it is good for the environment).
- Use knowledge of current events, world wide (e.g., state of the economy, price of new shoes) or local (e.g., stats from the last football game), to facilitate relationships with typically developing peers.
- Apply the ability to evaluate evidence and distiquish fact from claim to daily lives (e.g., determine where you stand on gun control, decide whether or not it makes sense to purchase organic fruits andvegatbles).
- Increase vocabulary and contextual understanding by grouping according to real world context: countries, activities, cleaning, cooking, and conversations. Use newly acquired vocabulary in relevant activities (e.g., vocabulary needed for successful job interview: professional, resume, references, etc.; develop an understanding of the vocabulary while conducting mock interviews in the classroom).

5. How Can I Further Promote College and Career Readiness when Teaching “Reading Informational Texts”?

Ideas for Promoting Career/ College Ready Outcomes

Communicative competence: Skills related to increasing overall communicative competence include an increase in the student’s vocabulary that is relevant to daily life. Students may express opinions and back up opinions with facts or evidence. Students may increase their ability to communicate factual information (e.g., personal information, community information). Through instruction that focuses on informational text, students develop an ability to understand and utilize information presented in various formats.

Fluency in reading, writing, and math: When students are provided with repeated exposure to informational text they may demonstrate increased fluency in reading writing and math. Students are presented with opportunities to comprehend information presented via text, text read aloud, via media, or via a speaker. Students may demonstrate increased fluency in math with increased opportunities to comprehend information presented visually such as in charts, graphs, or diagrams. For students who cannot read the text fluently, the ability to utilize text features enables these students to gain the most important information.

Age appropriate social skills: There are many age appropriate social skills to be gained via instruction using informational text, especially for older students. Students increase their self-advocacy and self determination skills by recognizing persuasion, and fact/opinion. Reciprocal communication may be enhanced by knowledge and understanding of world events/global awareness. Appropriate social skills are often the topic of information text at all ages. For example at the elementary level students learn appropriate behavior from books such as *Time to Say Please* by Mo Willems. For older students appropriate social skills can be gained from books such as *How Rude!: The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out* by Alex J. Packer.

Independent work behaviors: Student's independent work behaviors may be enhances by students increased abilities to: read independently, answer factual questions and provide information, both personal and work related. Most jobs require students to follow a sequence of steps. In addition, students can increase their independent work behaviors and increase successfulness by using graphic organizers to compartmentalize work task.

Skills in accessing support systems: Reading informational texts, regardless of how it is presented may help develop problem solving skills as often identifying a problem and finding a solution is modeled within the text. When students are able to use a search engine to find information, they can often find ideas or suggestions regarding support systems (e.g., a student can use the internet to learn how to take the city bus).

6. How Do I Make Instruction on "Reading Informational Texts" Accessible to ALL the Students I Teach?

6.1 Teach Prerequisites Concurrently While Teaching Skills Related to Reading Informational Texts: Remember that students can continue to learn basic literacy skills in the context of this grade level content.

Basic literacy skills that can be worked on as a part of a lesson relating to informational text:

- Answering literal recall questions
- Making inferences that are relevant and meaningful, possible not related to written text
- Determining the main idea or the most important events in a personally relevant stories (e.g., auto-biographies)
- Differentiating between nonfiction and fiction texts

- Identifying author's purpose
- Vocabulary acquisition
- Using visual cues to find important information (e.g., highlighting or added visuals)

6.2 Incorporate Universal Design for Learning (UDL) in planning, and provide for additional Differentiated Instruction when Teaching Reading Informational Texts

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:				
	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	**Physical Disability or Motor Differences (such as weakness or motor planning difficulty)**	**Extremely limited evidence of experience/ skill or motivation/ attention**	**Limited or no speech**
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille; use objects and images to represent vocabulary words and answers to questions; use online dictionaries that will pronounce the words and read the definitions aloud; use matching picture cards with words and their meanings; add sound effects when appropriate (e.g., sound of a whale, busy city streets, a tornado); preteach basic concepts of a topic using objects; color photos related to topics; Smartboard can be used during instruction.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or answer to questions; use computer representation of word meanings that can be manipulated with switch; place response options on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride on in wheelchair to find the matching words and meanings (this can include picture clues or objects).	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary and details from text; incorporate technology including computer representations, videos, animations, and talking avatar; allow students to self-select topics for study; use You Tube that is related to instruction; Smartboard can be used during instruction.	Have student use online dictionary to pronounce and define words; use online visual dictionary to increase vocabulary; students can use one to one correspondence to match words or objects with definitions; preteach vocabulary using AAC devices; highlight vocabulary words within the context of the print, keep to one vocabulary word per page and keep an AAC device with matching word with the text; use an iPad during instruction. *Suggestions from other columns may be applicable here.

	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention	Limited or no speech
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols to represent vocabulary; incorporate vocabulary into comprehension questions.	Provide AAC devices to indicate correct answers, devices can be positioned using universal mounts that will allow students to press a switch with whatever part of their body that they have independent control of (e.g., hand, knee, head…) ; provide an eye gaze board to select answers; use a blink response to count parts or select answers; phrase questions so that they require a "yes/no" response and can easily be answered using an eye gaze, head turn, two switches, etc.; accept any meaningful and purposeful motion to indicate a response.	Have students express word meanings or answers to questions with images, drawing, interactive computer programs, etc.; provide options for topics or response options for questions on a Smartboard or iPad; use a computer for typing resume or personal information; find topic related information in magazines or on internet; selection of correct answer is done after a model.	Consistent opportunities to use AAC devices; student selects vocabulary words or meanings versus orally stating them; student answers "yes/no" questions using AAC devices or eyegaze board or iPad. *Suggestions from other columns may be applicable here.

	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention	Limited or no speech
Engagement	Teach students to use their hands to scan the raised outline photos; use items that are familiar and reinforcing to students; color photos or objects related to topics can be used; create activities that are multi-sensory in nature engage more than one sense at a time (e.g., when reading about growing vegetables, smell and taste the vegetables that you are reading about); Smartboard can be used during instruction if student has functional vision.	Use bright colors to call attention to vocabulary words used in informational topics; use a computer with assistive technology device where the student can click to answer; use response cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches.	Create games in which students interact with partners to determine word meanings for the informational topic (i.e., word matching game like Memory); Smartboard or iPad, or You Tube can be used during instruction; use computers during instruction and for independent practice; pair student with a typical student for activities; have topic related objects on hand for students to interact with (e.g., a kite when reading about the Wright Brothers); plan activities that are physically engaging (e.g., have a giant map of the US, ask individual students to go and stand on a named state.	Consistent opportunities to use AAC devices; student uses online dictionaries that pronounce the words and read the definitions. Smartboard or iPad, or You Tube can be used during instruction. *Suggestions from other columns may be applicable here.

7. Where Can I Get More Information on the topics covered in this Curriculum Resource Guide?

7.1 Content Modules

- There are relevant content modules on: Text Structure, Summarizing, Author's Purpose, Main Idea and Theme, Vocabulary and Acquisition, Persuasive Writing, Narrative Writing, and Informational Writing. These content modules can be accessed at: https://wiki.ncscpartners.org/mediawiki/index.php/Curriculum_Resources#Content_Modules

7.2 Additional Resources

- The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects http://www.corestandards.org/ELA-Literacy

- The National Council of Teachers of English
  http://www.ncte.org/standards/common-core
  - Offers books, online learning, articles, lesson plans and more
- International Reading Association
  http://www.reading.org/resources/ResourcesByTopic/CommonCore-resourcetype/CommonCore-rt-resources.aspx
  - Provides online articles and blogs that are free to access

- A variety of resources to meet the diverse needs of people with disabilities: http://iris.peabody.vanderbilt.edu/web-resource-directory/
- Common Core teaching and learning strategies. This resource provides strategies and formative assessment suggestions for each CCSS standards. It is also hyperlinked to additional resources. http://www.isbe.net/common_core/htmls/resources.htm
- A great website with worksheets and graphic organizers: http://www.readwritethink.org/
- PowerPoint on informational text features: http://languageartsvmsa.wikispaces.com/file/view/Text+Features+Powerpoint.pdf
- PowerPoint on teaching text structure: http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.sandi.net%2Fcms%2Flib%2FCA01001235%2FCentricity%2FModuleInstance%2F45680%2FTeachingTextStructure.ppt&ei=gzYqUpq8J-fU2AWUpoCABw&usg=AFQjCNFUYqG8BBctlI-2PGbB1vMjatvaKA&sig2=hEpjZKp5tqqwByOpcYCOkw

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ELA:

Elementary

Coming of Age Instructional Unit

National Center and State Collaborative

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

This work was developed as part of the National Center and State Collaborative and supported by a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

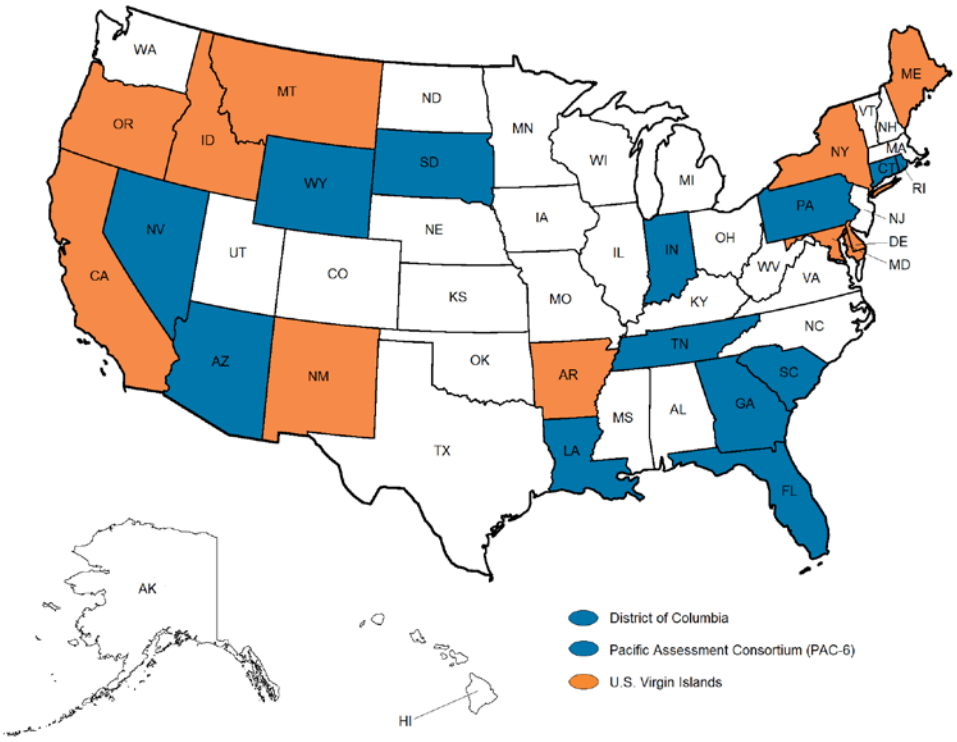
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Universal Design for Learning (UDL) Sample Instructional Unit – Coming of Age

Karen Williams

October 2013

The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

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Unit Key Vocabulary:

Characters: the individuals in a story that help to move the story along

Main Characters: the individuals in a story that the plot revolves around

Setting: where the story takes place; may include location and time

Plot: what is happening in a story, the action in a story, key events

Author's Purpose: the reason an author decides to write about a specific topic

Informational Text: written to inform about a specific topic

Central Idea/Main Idea: tells what the paragraph/text is about; the most important thing

Supporting Details: facts/statements that support the main idea

Summarize: identify the most important ideas and restate them in your own words

Elementary ELA Unit Standards

Common Core State Standard (CCSS)

Reading Literature

RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

(e.g., a character's thoughts, words, or actions).

RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text, summarizes the text.

Reading Informational Text

RI 3.2 Determine and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RL 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W 4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Learning Progressions Frameworks Progress Indicator

E.RL.h Describing relationships among characters, setting, key events, and conflicts.

E.RL.k Identifying central ideas and key details to derive author's purpose, message or theme

E.RL.l Using supporting evidence to analyze character development and character traits (e.g. deeds, dialogue, description, motivation, interactions).

E.RL.k Identifying central ideas and key details to derive author's purpose, message or theme.

E. RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information

E.RI.K Using supporting evidence to analyze or compare texts or parts of texts; author's purpose, points of view, key ideas/details, different accounts

E.WL.i Using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)

Instructional Family: Retelling Texts Using Details

Reading Literary Text Core Content Connectors addressed:

- **3.RL.K1** Use details to recount stories, including fables and folktales from diverse cultures.
- **3.RL.i2** Answer literal questions and refer to text to support your answer.
- **3.RL.k3** Use information in the text when explaining what the text says explicitly.
- **4.RL.i1** Refer to details and examples in a text when explaining what the text says explicitly.
- **4.RL.i3** Use evidence from the text to summarize a story, poem or drama.

Instructional Family: Drawing Relationships

Reading Literary Text Core Content Connectors addressed:

- **3.RL.h1** Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
- **3.RL.l1** Describe a character's traits in a story using details from the text and illustrations.
- **3.RL.l2** Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.
- **3. RL.l3** Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
- **4.RL.l1** Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
- **4.RL.l2** Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.

Instructional Family: Describing the Central Message / Theme
Reading Literary Text Core Content Connectors addressed: • **3.RL.i1** Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. • **3.RL.k2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • **4.RL.k2** Determine the theme of a story, drama, or poem; refer to text to support answer.
Instructional Family: Retelling Texts Using Details
Reading Informational Text Core Content Connectors addressed • **3.RI.i1** Answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. • **3.RI.i3** Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • **4.RI.i1** Refer to details and examples in a text when explaining what the text says explicitly. • **4.RI.i4** Identify supporting details of an informational text.
Instructional Family: Describing the Main Idea
Reading Informational Text Core Content Connectors addressed: • **3.RI.k5** Determine the main idea of a text; recount the key details and explain how they support the main idea. • **4.RI.i2** Refer to details and examples in a text when drawing basic inferences from an informational text. • **4.RI.i3** Determine the main idea of an informational text. • **5.RI.c4** Determine the main idea, and identify key details to support the main idea.
Instructional Family: Distinguishing a Point of View
Reading Informational Text Core Content Connectors addressed: • **3.RI.k1** Identify the author's purpose in an informational text. • **3.RI.n1** Identify facts that an author uses to support a specific point or opinion. • **4. RI.k5** Identify reasons that the author uses to support ideas in an informational text. • **5.RI.e2** Explain how an author uses reasons and evidence to support particular points in a text. • **5.RI.e3**. Identify reasons and evidence that support an author's point(s) in a text. • **5.RI.g2** Identify evidence the author uses to support stated thesis/claim/opinion..

Instructional Family: Using Multiple Texts
Reading Informational Text Core Content Connectors addressed: • **4.RI.m1** Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. • **5.RI.e1** Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

ELA Unit- Elementary
Lesson #1

Objectives:

- Students will describe relationships among characters, setting, key events, and conflicts. (3.RL-1,3 and 4.RL-1,3)
- Students will identify the author's purpose, message, or theme. (3.RL-2 and 4.RL-1,2)
- Students will use a graphic organizer to develop and organize ideas. (3.W-3a.8 and 4.W-3a.8)

Essential Question(s):

- What is the author's purpose?
- How does the author's purpose shape the characters and setting in the story?
- In what ways does the key events help the reader identify author's purpose?

Vocabulary:

Teacakes - A small flat cookie

Coast - To move easily with little to no effort

Sputter - To make popping sounds

Trudge - To walk steadily with much effort

Gardenias - A bushy shrub with white or yellow flowers

Materials:

- The picture book, Saturdays and Teacakes, by Lester Laminack
- Graphic Organizer, story map, individual copies
- Graphic Organizer, story map, large version for whole group (can draw it out on chart paper or use a document reader and LCD projector to project onto a screen)
- Pencils
- 3 Different color markers
- Exit Slips

Introduction

Activate Previous Knowledge –

1. Show students the cover of the picture book, Saturdays and Teacakes . Take a picture walk allowing students to view each page. Students briefly share what they observe from each picture. Lead students to discuss the story elements. Who are the characters? (boy, older lady) What do you think their relationship is to each other? (grandson and grandma) Where are they at? (house, yard, in the town) How do you know? (Student describes details in the picture that lead to his/her conclusions) What is happening in the pictures? (Answer should match picture clue at the time. Some examples are: riding his bike, mowing the lawn, sitting on the porch, making teacakes, etc) What are they doing? (same as prior question)

2. Read the title and provide a brief description of the book. This book is about the relationship of a boy with his Mammaw. Every Saturday he visits his Mammaw and helps her with chores in the yard. The boy and his Mammaw always make teacakes when the work is complete.

3. Use the making meaning strategy, turn to your partner. Make sure students are assigned a partner prior to reading the text. They should be sitting next to each other. Begin reading the book. Stop at various points (suggestions: pp1-10, pp.11-16, pp.17-22, and pp.23-29). Ask students to turn to your partner and retell the story focusing on the most important parts, key events. Have a signal that lets students know to return to the whole group (ie: hand up, ring chime, clap, etc). Repeat the process each time you choose to stop in the text.

4. In the whole group, students share some key points their partner recalled from the text. By students telling what their partner thought, it makes it necessary f0r students to stay on task and listen to their partner.

Definitions:

Characters: the individuals in a story that helps to move the story along

Main Characters: the individuals in a story that the plot revolves around

Setting: where the story takes place; may include location and time

Plot: what is happening in a story, the action in a story, key events

Author's Purpose: the reason an author decides to write about a specific topic

Multiple means of representation – *words on flashcards, sentence strips, chart paper, projected onto a screen*

Multiple means of expression – *discuss ideas with partners then large group; individual pictures or books available during read aloud*

Multiple means of engagement – *task allows for active participation; watch a DVD and listen to the author reading the text*

If the student has had little to no experience with the concepts of character, plot or setting, it might be helpful to provide instruction using the Lesson 1 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 1.

Additional Consideration for Emerging Readers

1. Provide a personal copy of the book which the student can reference to take part in the discussion.

   If the student uses an augmentative and alternative communication system (AAC) (e.g., symbol-based text, voice-output device, communication board, etc.), make sure the possible vocabulary used in the activity is available (in the correct form) for him or her to use in the discussion.

   Allow the student to use his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.) in the discussion.

2. As the teacher reads the title and provides a brief description, provide symbol-based text for the title and description so the student can follow along.

3. Provide the text printed in symbol-based format. Adapted with symbols for key characters and events attached with hook-and-loop tape to a Saturdays and Teacakes file folder, have the student either peel off or put on the symbols as the teacher reads about them.

   Have the student share with his or her partner by:
   a. Using his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.).
   b. Referencing the symbol-based text.
   c. Choosing from a selection of possible answers (if the student has difficulty discriminating, make the answer choices as discrepant and as few in quantity as possible; if the student can discriminate accurately, provide more choices).

   As his or her partner shares, have the student:
   a. Write a key word from the answer.
   b. Identify a symbol representing the answer.

4. For sharing his or her partner's key points in large group, allow the student to use his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.)

Additional Consideration for Emerging Communicators

1. Provide a personal copy of the book which the student can reference to take part in the discussion. The pictures might be supplemented with textures, accompanied by symbols or concrete tactile representations /real which can be used throughout the lesson (this will help the student learn to connect the symbols to their referents).

   Pictures could be copied twice with one copy cut apart into "puzzle pieces" which the student can manipulate, match to the other "whole" copy (using hook-and-loop tape), or pulled off (using the hook-and-loop tape) to use in communication.

   If the student uses an augmentative and alternative communication system (AAC) (e.g., symbol-based text, voice-output device, communication board, concrete tactile representations /real), etc.), make sure the necessary vocabulary used in the activity is available (in the correct form) for him or her to use in the discussion.

2. As the teacher reads the title and provides a brief description:
   a. Provide symbol-based text for the title and have the student follow along.
   b. Provide symbols (pictures, photographs, icons, concrete tactile representations /real, any of the preceding supplemented with textures/colors/sounds/smells: e.g. perfume for Mammaw, cookie scented candle for the teacakes, etc.) and begin pre-teaching, connecting those symbols to their referents.

3. Provide the text printed in symbol-based format, with tactile qualities, with concrete tactile representations /real. Adapted with symbols (and supplemented with textures, sounds, smells, etc. if appropriate) for key characters and events attached with hook-and-loop tape to a Saturdays and Teacakes file folder, have the student either peel off or put on the symbols as the teacher reads about them. If the student uses concrete tactile representations /real, have him or her take them out of or put them into a Saturdays and Teacakes basket or box.

   Have the student share with his or her partner by:
   a. Using his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.)
   b. Referencing the symbol-based text.
   c. Referencing the concrete tactile representations /real.
   d. Choosing from a selection of possible answers (if the student has difficulty discriminating, make the answer choices as discrepant and as few in quantity as possible; if the student can discriminate accurately, provide more choices which require a higher degree of discrimination).

   As his or her partner shares, have the student:
   a. Write a key word from the answer.
   b. Identify a symbol or object representing the answer.
   c. Record the partner's answer using assistive technology.

4. For sharing his or her partner's key points in large group, allow the student to
   a. Use his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.).
   b. Show the representative symbol or object.
   c. Play the recording.
   d. Pre-plan what the student will share. Decide with the teacher when he or she will share and what the question/answer will be.

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   e. Referencing the symbol-based text.
   f. Choosing from a selection of possible answers (if the student has difficulty discriminating, make the answer choices as discrepant and as few in quantity as possible; if the student can discriminate accurately, provide more choices).

   As his or her partner shares, have the student:
   c. Write a key word from the answer.
   d. Identify a symbol representing the answer.

4. For sharing his or her partner's key points in large group, allow the student to use his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.)

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    Have the student share with his or her partner by:
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    f. Referencing the symbol-based text.
    g. Referencing the concrete tactile representations /real.
    h. Choosing from a selection of possible answers (if the student has difficulty discriminating, make the answer choices as discrepant and as few in quantity as possible; if the student can discriminate accurately, provide more choices which require a higher degree of discrimination).

    As his or her partner shares, have the student:
    d. Write a key word from the answer.
    e. Identify a symbol or object representing the answer.
    f. Record the partner's answer using assistive technology.

4. For sharing his or her partner's key points in large group, allow the student to
    e. Use his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.).
    f. Show the representative symbol or object.
    g. Play the recording.
    h. Pre-plan what the student will share. Decide with the teacher when he or she will share and what the question/answer will be.

Establish Goals/Objectives for the Lesson –

Explain to students: "We are going to use the picture book, Saturdays and Teacakes, to complete a story map with our partner that helps us to decipher the main characters, setting, and key events in the text. Then we will come back to the large group and share what we have written in the map."

Multiple means of representation *– provide words on flashcards, sentence strips, chart paper, projected onto a screen*

Multiple means of expression *– discuss ideas with their partners and large group*

Multiple means of engagement *–students use graphic organizer to collect data with a partner and share in large group.*

Lesson 1 - Body

Direct Instruction and/or Facilitation of the Lesson –

1. The teacher reviews the meaning of character, setting, and plot. The teacher reiterates that the author introduces many events in the plot to move the story along. Remind students to write/tell about the key events. (Allow students to define the key events with their partners.) Introduce the concept of author's purpose. Define the term: an author's purpose is the reason why an author wrote the book.

2. Students work with the same partner from the read aloud. They complete a story map graphic organizer defining the main characters, setting, and plot. Copies of, Saturdays and Teacakes, are available for partners to use. Students are encouraged to go back into the text to find the necessary information.

Multiple means of representation *– graphic organizer in small and large formats, copies of book*

Multiple means of expression *– read with partner, discuss and write answers with a partner*

Multiple means of engagement *– Students use graphic organizer to collect data with a partner.*

Additional Consideration for Emerging Readers

1. As the teacher reviews character, setting, plot and events, provide the student with symbol-based text definitions of those words. This should be a review of information and words the student is already familiar with. Author's purpose is a new concept so may require more direct instruction with the concept and a symbol for it.

2. Provide the story map graphic organizer:
    a. With symbols supplementing the section titles.
    b. Plot sections could have numbered sections (1. Beginning, 2. Middle, 3. End).
    c. Plot sections could have ordinal words added (first, middle, last).

    Allow the student to:
    a. Write the answers (student may trace his or her own answers if they are working on writing as a fine motor skill).
    b. Draw the answers.
    c. Using picture symbols to complete the organizer.
    d. Verbalize the answers which a partner (peer or adult) scribes.

Additional Consideration for Emerging Communicators

1. As the teacher reviews character, setting, plot and events, provide the student with symbol-based text definitions of those words and/or tactile or concrete tactile representations /real for the referents. Depending upon the student's needs, these symbolic tactile representations of the referents might also be supplemented with sounds or smells (e.g., perfume for Mammaw, cookie scented candle for the teacakes, etc.). This should be a review of information and words the student is already familiar with. Author's purpose is a new concept so may require more direct instruction with the concept and a symbol for it. Resources such as Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols may be useful in determining symbols. Some symbols may need to be pre-taught (Rowland, 2012) but use of the same symbols (or the system) during this and other lessons will reduce the need for pre-teaching.

2. Provide the story map graphic organizer:
    a. With symbols supplementing the section titles.
    b. With textured backgrounds and/or outlines.
    c. Enlarged if necessary due to student's response mode (e.g., if the student uses concrete tactile representations /real to communicate, there may need to be larger spaces).
    d. Plot sections could have numbered sections (1. Beginning, 2. Middle, 3. End).
    e. Plot sections could have ordinal words added (first, middle, last).
    f. Plot sections could be color coded (e.g., beginning – green, middle – yellow, end – red).
    g. Plot sections might be reduced to only beginning and end.

    Allow the student to:
    a. Use picture symbols to complete the organizer.
    b. Select, through preferred communication mode such as eye gaze, vocalization, head turning, assistive technology, etc.), the answers which a partner (peer or adult) scribes. Depending upon the student's discrimination abilities, the choices might vary in number (one correct and one incorrect answer to one correct and several incorrect answers) and the answers may vary in the degree of difficulty of discrimination. For example, if a guiding question such as "Who makes teacakes with the boy?", a student who is learning to discriminate might be given answer choices such as "Mammaw" and "the dog"; whereas a student who can make finer discriminations might be given the choices of "Mammaw", "his daddy", "his mommy", and "his sister."

Lesson 1 - Practice

1. Students come back into the whole group but sit next to their partner. Show students a larger version of the story map graphic organizer (written on chart paper or projected onto a screen from the document reader).

2. Complete the large story map using the information students have written into their partner maps. Invite students to write the answers into the large story map using a different color marker for character, setting, and plot. The answers for main characters (Mammaw and 9/10 year old boy) and setting (Mammaw's house/yard in 1960's) are absolutes. Partners may have some different ideas about the key events in the novel.

3. Write down the various events that students have chosen to write into their story map. Engage in a class discussion to decide the key events. Remind students of the definition of author's purpose. Ask: What events support the author's purpose? Encourage students to provide a rationale for their choice. Accept all plausible student answers. Do not define the author's purpose at this time.

4. After the whole group has come to a consensus on the key events, invite students to fill in the plot portion of the large story map.

Multiple means of representation *– graphic organizer on partner copies, drawn on chart paper, or projected onto a screen*

Multiple means of expression *– share answers with large group, add data to class graphic organizer, discuss author's purpose*

Multiple means of engagement *– Students use large graphic organizer to write the whole class consensus on the story map.*

Additional Consideration for Emerging Readers

1. As the teacher shows the large version of the story map, allow the student to reference his or her personal story map.

2. As the teacher fills in the large version of the story map:
    a. Allow the student to select and communicate (using his or her preferred mode of communication) information from his or her personal story map to include on the story map of the class.
    b. Pre-plan information for the student to communicate. For example, the teacher may decide to ask this particular student for a certain piece of information so there may be some pre-teaching done before the question is asked, giving the student a greater certainty of accuracy and positive reinforcement.

3. In the large group discussion of the events that support the author's purpose, pre-plan information for the student to communicate. For example, the teacher may decide to ask this particular student for a certain event so there may be some pre-teaching done before the question is asked, giving the student a greater certainty of accuracy and positive reinforcement. As the class discusses events which support the author's purpose, highlight those events on the graphic organizer for the student to use later:
    a. Put a dot on them.
    b. Circle them.
    c. Provide a second copy of the events which can be placed in an envelope or file folder.
    d. Hook-and-loop tape them to a "author's purpose" section of a file folder.

4. Follow step 2 above in this section as the class fills in the plot portion of the large version of the graphic organizer.

Additional Consideration for Emerging Communicators

1. As the teacher shows the large version of the story map, allow the student to reference his or her personal story map.

2. As the teacher fills in the large version of the story map:
    a. Allow the student to select and communicate (using his or her preferred mode of communication) information from his or her personal story map to include on the story map of the class.
    b. Pre-plan information for the student to communicate. For example, the teacher may decide to ask this particular student for a certain piece of information so there may be some pre-teaching done before the question is asked, giving the student a greater certainty of accuracy and positive reinforcement.

3. In the large group discussion of the events that support the author's purpose, pre-plan information for the student to communicate. For example, the teacher may decide to ask this particular student for a certain event so there may be some pre-teaching done before the question is asked, giving the student a greater certainty of accuracy and positive reinforcement. As the class discusses events which support the author's purpose, highlight those events on the graphic organizer for the student to use later:
    a. Put a dot on them.
    b. Circle them.
    c. Provide a second copy of the events which can be placed in an envelope or file folder.
    d. Hook-and-loop tape them to a "author's purpose" section of a file folder.
    e. Provide a special texture or other tactile quality to them such as a small pencil or pen indicating "author's purpose."

4. Follow step 2 above in this section as the class fills in the plot portion of the large version of the graphic organizer.

Lesson 1 - Closure

Revisit/Review Lesson and Objectives –

1. The teacher reviews the information in the large story map. Students begin to brainstorm a list of possible author's purpose. The teacher will record student ideas on the bottom section of the story map.

Multiple means of representation *– list written on chart paper or projected onto a screen*

Multiple means of expression *– share answers and ideas with the large group*

Multiple means of engagement *– Students use the completed large group graphic organizer to list purposes and themes.*

Additional Consideration for Emerging Readers

1. As the teacher reviews the large story map, provide access to the student's personal graphic organizer utilizing the accommodations already in place.

   As the teacher records a list of possible author's purposes, provide those to the student in the most accessible format (use whatever accommodations are already in place).

   Pre-plan some possible author's purposes for the student to select to contribute to the brainstorming list.

Additional Consideration for Emerging Communicators

1. As the teacher reviews the large story map, provide access to the student's personal graphic organizer utilizing the accommodations already in place.

   As the teacher records a list of possible author's purposes, provide those to the student in the most accessible format (use whatever accommodations are already in place).

   Pre-plan some possible author's purposes for the student to select to contribute to the brainstorming list.

Exit Assessment –

1. Each student will write down a key event from the book. Then answer the question: What is the author's purpose?

Multiple means of representation *– book, small and large graphic organizer*

Multiple means of expression *– write and select key idea*

Multiple means of engagement *– Student chooses key idea and provide the purpose; student choice.*

Additional Consideration for Emerging Readers

1. Have the student select one event from the bank of events created in the Practice section, step 3.

   From the bank of possible author's purposes created in Closure section above, step 1., have the student select, using his or her preferred mode of communication, a corresponding author's purpose. Depending upon the student's ability to discriminate, provide one author's purpose which is directly linked to that event and from one to three other author's purposes which are not linked to that event. Note: Because this is an assessment activity and not instructional like all of the other activities so far, all of the author's purposes must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's understanding of author's purpose. Providing distractors that are clearly not linked to the story (such as "persuade the reader to buy a dog") would not give information to verify the student's achievement of the learning objective.

Additional Consideration for Emerging Communicators

1. Have the student select one event from the bank of events created in the Practice section, step 3.

From the bank of possible author's purposes created in Closure section above, Step 1. have the student select, using his or her preferred mode of communication, a corresponding author's purpose. Depending upon the student's ability to discriminate, provide one author's purpose which is directly linked to that event and from one to three other author's purposes which are not linked to that event.

Note: Because this is an assessment activity and not instructional like all of the other activities so far, all of the author's purposes must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's understanding of author's purpose. Providing distractors that are clearly not linked to the story (such as "persuade the reader to

buy a dog") would not give information to verify the student's achievement of the learning objective.

Lesson 1 – Resources

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ELA Unit- Elementary
Lesson #2

Objectives:

Students will identify the author's purpose, message, or theme. (3.RL-2 and 4.RL-1.2)

Students will identify central ideas and key details to derive the author's purpose, message, or theme. (3.RL-2 and 4.RL-1.2)

Students will use a graphic organizer to develop and organize ideas. (3.W-3a.8 and 4.W-3a.8)

Students will discuss ideas on a topic or text with their peers and then with the teacher. (3.WL.h3 and 4.WL.h3)

Students will gather information f rom the literary text and write the key points. (3.WL.i1 and 4.WL.i1)

Essential Question(s):

What is the author's purpose?
How do the details in the text help the reader determine its theme?

Vocabulary:

Humor - Something that is funny

Opinion - What someone thinks or believes

Conclusion - The end

Materials:

- The picture book, Saturdays and Teacakes, by Lester Laminack
- Smart Board
- LCD projector
- Theme strips
- T-chart labeled theme and not theme

- Sticky notes
- Robert Frost poem "The Road Not Taken"
- Author's Purpose Sorting Sheet
- Writer's Notebook

Lesson 2 - Introduction

Activate Previous Knowledge –

1. Review the definition of author's purpose. Ask students: Why does an author write a text in a particular way? (to convey a message to the reader) Identify the three reasons why an author writes a text (to persuade, to inform, to entertain). Ask students to name characteristics of a text that is written to inform (teach information, give facts). Name characteristics of a text that is written to persuade (sway thoughts, change opinion). Name characteristics of a text that is written to entertain (tell a story, humor, relate to self). Show students various titles from the classroom library (should be familiar books to students). Ask students: What is the author's purpose? *If you have access to a Smart Board, the teacher can review these characteristics using the Smart Board activity, "Author's Purpose: Which Piece of the P.I.E.?" using exchange.smarttech.com.

2. Display the cover of Saturdays and Teacakes which was read aloud in Lesson 1. Ask students: 1. What do you notice about this book? 2. Why do you think Lester Laminack wrote Saturdays and Teacakes? (refer back to Lesson 1 whole group graphic organizer where a brainstormed list of author's purpose/theme was written).

Definitions:

Author's Purpose: the reason an author decides to write about a specific topic

Multiple means of representation *– large graphic organizer, list on chart paper, projected onto screen, Smart Board*

Multiple means of expression *– share answers with large group, manipulate Smart Board*

Multiple means of engagement *– Students use prior knowledge on author's purpose.*

Additional Consideration for Emerging Readers

1. As the teacher reviews the definition of author's purpose, provide a personal copy of the definition with symbol-based text.

   Provide symbol-based text versions of the three reasons why an author writes a text and the characteristics of each.

   Provide a 3-column T-chart with the columns labeled (in symbol-based test) persuade, inform, and entertain.

   Before this activity, copy the covers of the familiar books the teacher will be asking about and reduce their size to about 2-inch square.

   Have the student sort the "book covers" into the correct category of author's purpose as a result of the ongoing class discussion. The student could show his or her T-chart to respond to the teacher's questions or pre-plan a specific question and answer that the student can give.

2. Allow the student to respond to the teacher's question using his or her preferred mode of communication. He or she can also use the symbol-based test versions of the author's purpose provided in the first activity above.

Additional Consideration for Emerging Communicators

1. As the teacher reviews the definition of author's purpose, provide a personal copy of the definition with symbol-based text or other symbolic tactile representations appropriate for the student.

   Provide symbol-based text (or other symbolic tactile representations appropriate for the student) versions of the three reasons why an author writes a test and the characteristics of each.

Provide a 3-column T-chart with the columns labeled (in symbol-based test or other symbolic representation appropriate for the student) persuade, inform, and entertain.

Before this activity, provide the student with the previously accommodated book titles/covers (note: since these are familiar books having already been taught, provide the same accommodations used in the previous lessons).

Have the student sort the "book titles/covers" into the correct category of author's purpose as a result of the ongoing class discussion. The student could show his or her T-chart to respond to the teacher's questions or pre-plan a specific question and answer that the student can give. A pre-planned answer might be pre-recording into a voice-output device which the student can activate in response to the teacher's questions.

2. Allow the student to respond to the teacher's question using his or her preferred mode of communication. He or she can also use the symbol-based test (or other symbolic tactile representations appropriate for the student) versions of the author's purpose provided in the first activity above.

Establish Goals/Objectives for the Lesson –

Inform students: "Today we are going to take a closer look at the author's purpose in the book, Saturdays and Teacakes. We are going to find key details in the text to support our conclusions.

Multiple means of representation *– large graphic organizer, list on chart paper, writing on sticky notes*

Multiple means of expression *– read book with small group, discuss with large group*

Multiple means of engagement *– Students read book with the small group and write key details on sticky notes.*

Lesson 2 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Have students retell key events in the story. Or if time permits, reread Saturdays and Teacakes as a whole group.

2. Ask students: 1. What was the author's purpose? (to entertain) 2. Why is it important to know the author's purpose? (able to comprehend the story better, become a better reader)

3. Inform students that while Laminack wrote the book to entertain the readers there is a deeper message or theme in the text. Provide several possibilities to complete the sentence: The theme in this book is_____. Display strips listing the possible themes: childhood memories, bravery, relationships, family traditions, farm life, historical events, friendship, coming of age.

4. In small groups of 3 to 4 students, students discuss which theme would relate to the text and sorts them.

5. As a large group, sort the strips into two categories: theme, not theme. Discuss student rationales.

Theme	Not Theme
Childhood memories	Bravery
Relationships	Farm Life
Family Traditions	Historical Events
Friendship	
Coming of Age	

6. From the the large group t-chart, students will individually write a rationale in their writer's notebook for the choices they made. Students should use information they remember from the text to support their rationale. This is a quick write exercise. Students will use the texts and their small group to find exact points of data to write on sticky notes.

Multiple means of representation *– word strips, chart paper with T-chart or projected onto screen*

Multiple means of expression *– retell in large group, sort/discuss in small groups then in large group, write in writer's notebook*

Multiple means of engagement *– Students sort themes into the T-chart with the large group, discuss where the themes go in the small group.*

Additional Consideration for Emerging Readers

1. Allow student to use his or her preferred mode of communication to participate in retelling key events in the story.

   Allow the student to use the symbolic representation of the text, the story map graphic organizer, the bank of events, or any other resource to help recall events as necessary.

   If the book is reread as a whole group, provide the same accommodations as in Lesson 1, Introduction, step 3.

2. Allow the student to use the accommodations developed and used in this lesson, Activate Previous Knowledge, step 1. to answer the question "1. What was the author's purpose?"

   For the question "2. Why is it important to know the author's purpose?", provide several possible answers (in accommodated format) for the student to choose from. Since this is not an assessment activity, all the choices can be "correct."

   Pre-plan information for the student to share in the large group.

3. Provide the theme/not theme strips in accommodated formats (symbol-based, etc.) to the student for use as the teacher delivers the information.

4. As the students discuss and sort the themes and not themes:
   a. Provide the themes in a symbol-based format (icons, pictures, concrete tactile representations /real, with supplemental textures, etc.).
   b. Provide the student with a 2-column T-chart that might be outlined or have the background with colors and textures. The theme and not theme columns could be supplemented with other icons such as a happy face/frowny face, yes/no, etc. respectively.
   c. Have the student sort the themes by:
      i. Placing the theme/not theme strips into the correct categories.
      ii. Indicating by AAC or AT which category they should be placed in.

      The questions to facilitate the student's responses could be asked in two ways:
      i. The student could be asked, "Does the possible theme go here or here?" and the student would indicate which category through his or her preferred mode of communication.
      ii. The student could be presented with the possible themes and asked, "Does this belong here?" to which the student would answer "yes" or "no" through his or her preferred mode of communication.

5. The student should participate in the large group activity using the same processes as in step 4.

6. Provide the student with the theme/not theme choices made by the large group. These should be in an accommodated format that the student can manipulate to place in his or her writer's notebook (symbol-based text pasted in a physical notebook, digitally placed in a virtual notebook, etc.).

Additional Consideration for Emerging Communicators

1. Allow student to use his or her preferred mode of communication to participate in retelling key events in the story.

   Pre-plan an event to share using augmentative and alternative communication system and/or assistive technology. For example, an event could be recorded on a voice output device which the student could activate.

   Allow the student to use the symbolic representation of the text, the story map graphic organizer, the bank of events, or any other resource to help recall events as necessary.

   If the book is reread as a whole group, provide the same accommodations as in Lesson 1, Introduction, step 3.

2. Allow the student to use the accommodations developed and used in this lesson, Activate Previous Knowledge, step 1. to answer the question "1. What was the author's purpose?"

   For the question "2. Why is it important to know the author's purpose?", provide several possible answers (in accommodated format) for the student to choose from. Since this is not an assessment activity, all the choices can be "correct."

   Pre-plan information for the student to share in the large group.

3. Provide the theme/not theme strips in accommodated formats (symbol-based, etc.) to the student for use as the teacher delivers the information.

4. As the students discuss and sort the themes and not themes:
   a. Provide the themes in a symbol-based format (icons, pictures, concrete tactile representations /real, with supplemental textures, etc.).
   b. Provide the student with a 2-column T-chart that might be outlined or have the background with colors and textures. Another option would be to have the T-chart represented by two boxes or other containers. The theme and not theme columns could be supplemented with other icons such as a happy face/frowny face, yes/no, etc. respectively.
   c. Have the student sort the themes by:
      iii. Placing the theme/not theme strips into the correct categories.

iv. Indicating by AAC or AT which category they should be placed in.

The questions to facilitate the student's responses could be asked in two ways:

i. The student could be asked, "Does the possible theme go here or here?" and the student would indicate which category through his or her preferred mode of communication.
ii. The student could be presented with the possible themes and asked, "Does this belong here?" to which the student would answer "yes" or "no" through his or her preferred mode of communication.

5. The student should participate in the large group activity using the same processes as in step 4.

6. Provide the student with the theme/not theme choices made by the large group. These should be in an accommodated format that the student can manipulate to place in his or her writer's notebook (symbol-based text pasted in a physical notebook, concrete tactile representations /real placed in a box representing a writer's notebook, digitally placed in a virtual notebook, etc.).

Lesson 2 - Practice

1. Students return to their small group. Using a copy of Saturdays and Teacakes, students will mark pages with a sticky note that hold key details to support their conclusion. On the sticky notes, students will write down key details or terminology they chose.

2. Students come back to the large group setting. The individual small groups will take turns placing their sticky notes next to the theme it supports. Each group will explain why they chose the detail and why it supports a particular theme. You may find that the details students have chosen can support several of the listed themes.

3. Read aloud or ask several students to read aloud the theme and its supporting details from the sticky notes.

Multiple means of representation *– key details on sticky notes, T-chart on chart paper or projected onto screen*

Multiple means of expression *– read and discuss in small group, share details in large group, write on sticky notes*

Multiple means of engagement *– Students skim book and write down key details on sticky notes, manipulate theme strips and sticky notes present in large group.*

Additional Consideration for Emerging Readers

1. Provide the student with sticky notes pre-marked with symbols representing the themes chosen in Lesson 2, Body, step 6. For example, if the theme of Family Traditions were previously indicated with an icon of family, the student would be provided with several sticky notes pre-marked with that icon. Sticky notes for the other chosen themes would be provided in the same manner.

   As the student and his or her partner reread the text (provided for the student with all of the appropriate accommodations) and identify pages containing key details, allow the student to place the appropriate theme sticky note on the appropriate page and have the partner write down the key detail or terminology.

2. In the large group activity, have the student match the sticky notes to the appropriate themes.

3. If the student is chosen to read the theme and supporting details, he or she can:
   a. Use the preferred mode of communication to read the theme and supporting details.
   b. Indicate the theme and details as the partner reads.

Pre-plan a specific theme and supporting details for the student to read.

Additional Consideration for Emerging Communicators

1. Provide the student with sticky notes pre-marked with symbols representing the themes chosen in Lesson 2, Body, step 6. For example, if the theme of Family Traditions were previously indicated with an icon of family, the student would be provided with several sticky notes pre-marked with that icon. Sticky notes for the other chosen themes would be provided in the same manner.

   As the student and his or her partner reread the text (provided for the student with all of the appropriate accommodations) and identify pages containing key details, allow the student to place the appropriate theme sticky note on the appropriate page and have the partner write down the key detail or terminology.

2. In the large group activity, have the student match the sticky notes to the appropriate themes.

3. If the student is chosen to read the theme and supporting details, he or she can:
   a. Touch or otherwise indicate (e.g., eye-gaze, etc.) the theme and details as the partner reads.
   b. Activate a voice output device on which the themes and details have been pre-recorded.

   Pre-plan a specific theme and supporting details for the student to read.

Lesson 2 - Closure

Revisit/Review Lesson and Objectives –

1. Project poem onto screen. Read the poem, "The Road Not Taken" by Robert Frost. You may need to reread the poem several times for students.

2. Have students write the purpose of the poem and list possible themes or messages. (to entertain, possible themes: being an individual, making your own choice)

3. Students share their ideas with the large group.

Multiple means of representation *– projected onto screen, words in front of students*

Multiple means of expression *– discuss in large group*

Multiple means of engagement *– Students listen and/or read the poem, write and share theme in large group.*

Additional Consideration for Emerging Readers

1. Provide the poem, "The Road Not Taken" by Robert Frost with the text printed in symbol-based format. Adapted with symbols for key words attached with hook-and-loop tape to a Road Not Taken file folder, have the student either peel off or put on the symbols as the teacher reads about them.

2. Using the accommodations developed and used in Lesson 2, Introduction, step 1., have the student choose which author's purpose fits the poem.

   Using the accommodations developed and used in Lesson 2, Body, step 4. a., have the student choose which theme fits the poem. Provide options of themes (as many or as few as the student can handle but at least two) the student can choose from.

3. When the student shares with the large group, he or she can:
   c. Use the preferred mode of communication to read the author's purpose and theme.
   d. Indicate the author's purpose and theme as a partner (peer or adult) reads.

Additional Consideration for Emerging Communicators

1. Provide the poem, "The Road Not Taken" by Robert Frost with the text printed in symbol-based format, with tactile qualities, with concrete tactile representations /real. Adapted with symbols (and supplemented with textures if appropriate) for key words attached with hook-and-loop tape to a Road Not Taken file folder, have the student either peel off or put on the symbols as the teacher reads about them. If the student uses concrete tactile representations /real, have him or her take them out of or put them into a Road Not Taken basket or box.

2. Using the accommodations developed and used in Lesson 2, Introduction, step 1., have the student choose which author's purpose fits the poem.

   Using the accommodations developed and used in Lesson 2, Body, step 4. a., have the student choose which theme fits the poem. Provide options of themes (as many or as few as the student can handle but at least two) the student can choose from.

3. When the student shares with the large group, he or she can:
   a. Touch or otherwise indicate (e.g., eye-gaze, etc.) the author's purpose and theme as a partner (peer or adult) reads.
   b. Activate a voice output device on which the author's purpose and theme have been pre-recorded.

Revisit/Review Lesson and Objectives –

1. Project poem onto screen. Read the poem, "The Road Not Taken" by Robert Frost. You may need to reread the poem several times for students.

2. Have students write the purpose of the poem and list possible themes or messages. (to entertain, possible themes: being an individual, making your own choice)

3. Students share their ideas with the large group.

Multiple means of representation *– projected onto screen, words in front of students*

Multiple means of expression *– discuss in large group*

Multiple means of engagement *– Students listen and/or read the poem, write and share theme in large group.*

Additional Consideration for Emerging Readers

4. Provide the poem, "The Road Not Taken" by Robert Frost with the text printed in symbol-based format. Adapted with symbols for key words attached with hook-and-loop tape to a Road Not Taken file folder, have the student either peel off or put on the symbols as the teacher reads about them.

5. Using the accommodations developed and used in Lesson 2, Introduction, step 1., have the student choose which author's purpose fits the poem.

   Using the accommodations developed and used in Lesson 2, Body, step 4. a., have the student choose which theme fits the poem. Provide options of themes (as many or as few as the student can handle but at least two) the student can choose from.

6. When the student shares with the large group, he or she can:
   e. Use the preferred mode of communication to read the author's purpose and theme.
   f. Indicate the author's purpose and theme as a partner (peer or adult) reads.

Additional Consideration for Emerging Communicators

4. Provide the poem, "The Road Not Taken" by Robert Frost with the text printed in symbol-based format, with tactile qualities, with concrete tactile representations /real. Adapted with symbols (and supplemented with textures if appropriate) for key words attached with hook-and-loop tape to a Road Not Taken file folder, have the student

either peel off or put on the symbols as the teacher reads about them. If the student uses concrete tactile representations /real, have him or her take them out of or put them into a Road Not Taken basket or box.

5. Using the accommodations developed and used in Lesson 2, Introduction, step 1., have the student choose which author's purpose fits the poem.

   Using the accommodations developed and used in Lesson 2, Body, step 4. a., have the student choose which theme fits the poem. Provide options of themes (as many or as few as the student can handle but at least two) the student can choose from.

6. When the student shares with the large group, he or she can:
   c. Touch or otherwise indicate (e.g., eye-gaze, etc.) the author's purpose and theme as a partner (peer or adult) reads.
   d. Activate a voice output device on which the author's purpose and theme have been pre-recorded.

Exit Assessment –

Students complete a sheet by identifying passages as the correct author's purpose: persuade, inform, or entertain.

Multiple means of representation – *sheet*

Multiple means of expression – *write, discuss answers*

Multiple means of engagement – *Students will apply knowledge of author's purpose by identifying 3 passages.*

Additional Consideration for Emerging Readers

1. Provide the three passages in the most appropriate accommodated format for the student.

   Have him or her use the accommodations developed and used in Lesson 2, Introduction, step 1. and match the author's purpose to the appropriate passage by:
   a. Writing.
   b. Verbalizing as someone scribes.
   c. Matching theme specific sticky note to each passage.
   d. Drawing a line from each passage to the appropriate theme.

   Since this is an assessment activity, no prompting or cueing that leads the student to the correct performance should be used.

Additional Consideration for Emerging Communicators

1. Provide the three passages in the most appropriate accommodated format for the student.

   Have him or her use the accommodations developed and used in Lesson 2, Introduction, step 1. and match the author's purpose to the appropriate passage by:
   a. Vocalizing (or otherwise indicate, e.g., eyegaze, touch, point, grasp, etc.) to indicate the answer in response to the question, "Is this the author's purpose or is this the author's purpose?" as someone scribes.
   b. Matching theme specific sticky note to each passage.
   c. Responding with a "yes" or "no" (using AAC or AT) to the question, "Is the author's purpose to *insert "persuade", "inform", or "entertain"*?"

   Since this is an assessment activity, no prompting or cueing that leads the student to the correct performance should be used.

Lesson 2 - Resources

Freedman, R. (2005). Children of the Great Depression. (p. 20). New York, NY: Houghton Mifflin Harcourt Publishing Company.

Laminack, L. (2004). Saturdays and Teacakes. Atlanta, GA: Peachtree Publishers, LTD.

Schmidt, G.D. (1994). Poetry for Young People Robert Frost. (p. 21). New York, NY: Scholastic Inc.

ELA Unit- Elementary

Lesson #3

Objectives:

Students will identify central ideas and summarize the supporting details (3.RI-1,2 and 4.RI-1,2)

Students will determine the importance of information in the text. (3.RI-1,2 and 4.RI-1.2)

Students will identify and record key details in a graphic organizer from informational texts. (3.WI.l4 and 4.WI.l5)

Essential Question(s):

What is the author's purpose?
How do the supporting details help the reader find the main idea?

Vocabulary:

Weedpatch - a government funded farm-labor camp Camp - where Okies lived
Cobbling - art of fixing shoes

Sporadic - occurring occasionally or at random

Okie - poor person that left the dust bowl area and traveled to California to find work

Materials:

- Text: Children of the Dust Bowl: The True Story of the School at Weedpatch Camp Chapter 8: Our school
- LCD Projector
- Small Group graphic organizer (main idea)
- Large group organizer (Main idea)
- pencils
- anchor chart "Features of Informational Text
- exit slips

Lesson 3- Introduction

Activate Previous Knowledge –

1. Ask students: What are the characteristics of informational text? (Possible answers-gives facts, true text features: captions, photographs, index, table of contents, diagrams, labels, etc) Record Correct student responses on an Anchor Chart title "Features of Informational Text".

2. Discuss how informational text is different than literary text? (possible answers)

Informational	**literary**
Main ideas	character, setting, key events
Supporting details	to entertain
To inform	author used imagination (make believe)

3. Review, Saturdays and Teacakes, Provide the same description from the prior lesson. Remember this book was about the relationship of a boy and his mammaw. Every Saturday he visited his mammaw and helped her with chores in the yard. The boy and his mammaw always made teacakes when the work was complete. Today we are going to read an informational text about children and their teachers.

4. Show students the cover of the book, Children of the Dust Bowl. Explain to students that we will be focusing on only one chapter in this book. Chapter 8: Our School. (Students at this age probably have little knowledge about the Great Depression or the Dust Bowl. Although it is not imperative for them to have an in depth knowledge of the time period, the teacher will want to provide some background before reading the text).

Definitions:

Informational text: written to inform about a specific topic

Summarize: identify the most important ideas and restate them in your own words

Central idea/main idea: tells what the paragraph/text is about; the most important thing

Supporting details: facts/statements that support the main idea

Multiple means of representation *– words on flashcards, sentence strips, anchor chart, chart paper or projected onto screen*

Multiple means of expression *– discuss in large group*

Multiple means of engagement *– Students add characteristics to anchor chart and share responses comparing literary and informational.*

If the student has had little to no experience with the concepts of main idea or using supporting details, it might be helpful to provide instruction using the Lesson 3 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 3.

Additional Consideration for Emerging Readers

1. Provide the student with a satellite or bubble graphic organizer showing informational text and its characteristics. Supplement this organizer with symbol-based text or other accommodations appropriate for the student.

   Provide the organizer with the characteristics of each type of text affixed with hook-and-loop tape. Start with the characteristics not attached to organizer and have the student pick up each characteristic as it is discussed as a class and attach it to the organizer.

   Allow the student to use this chart to answer the teacher's questions to the large group, using his or her preferred mode of communication.

   Pre-plan a characteristic for the student to contribute.

2. Using the hook-and loop tape accommodation above, provide a T-chart contrasting the differences between informational and literary texts which the student can place into the proper categories.

   Provide a mixed list of details from both informational and literary texts. Provide the student with sticky notes with titles of "Informational" and "Literary" (supplemented with symbols, etc. as appropriate). As the discussion progresses, have the student mark each detail with a sticky note designating the appropriate category.

3. As the teacher reviews Saturdays and Teacakes, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, steps 2 and 3.

4. As the teacher previews Children of the Dustbowl, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, step 2.

Additional Consideration for Emerging Communicators

1. Provide the student with a satellite or bubble graphic organizer showing informational text and its characteristics. Supplement this organizer with symbol-based text or other accommodations appropriate for the student such as color coding, "3-dimensional" outlining, adding texture to the background, etc.

   Provide the organizer with the characteristics of each type of text affixed with hook-and-loop tape. Start with the characteristics not attached to organizer and have the student pick up each characteristic as it is discussed as a class and attach it to the organizer.

   Allow the student to use this chart to answer the teacher's questions to the large group, using his or her preferred mode of communication.

   Pre-plan a characteristic for the student to contribute. This could be pre-recorded into a voice-output device for the student to activate.

2. Using the hook-and loop tape accommodation above, provide a T-chart contrasting the differences between informational and literary texts which the student can place into the proper categories.

   Provide a mixed list of details from both informational and literary texts. Provide the student with sticky notes with titles of "Informational" and "Literary" (supplemented

with symbols, textures, colors, etc. as appropriate). As the discussion progresses, have the student mark each detail with a sticky note designating the appropriate category.

Provide a basket, box, or other container for both informational and literary texts. As the discussion progresses, have the student place a symbolic representation of each detail into the appropriate container.

3. As the teacher reviews Saturdays and Teacakes, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, steps 2 and 3.

4. As the teacher previews Children of the Dustbowl, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, step 2.

Establish Goals/Objectives for the Lesson –

Tell students: "We are going to read chapter 8: Our School from the book Children of the Dust Bowl. Then in a small group we will complete a graphic organizer that lists the main idea of your assigned section of the text. Next you will add one or two supporting details to the main idea. Finally we will return to the large group and share our results.

Multiple means of representation *– words on flashcards, sentence strips, anchor chart, chart paper or projected onto screen*
Multiple means of expression *– discuss ideas in the small group and share results in the large group*

Multiple means of engagement *– Students use graphic organizer to record main idea and supporting details with a small group. Then they share results with large group.*

Lesson 3 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. The teacher reviews the meaning of the terms main idea, supporting details, and summarize.

2. As a large group, read aloud the first section of chapter 8 (p60). Complete the first part of the graphic organizer as a large group. Discuss what is the main idea? (The school day runs differently than other schools). Write down the answer that students have agreed upon. Ask: What details in the text best support our main idea? (1. The day was divided into two 3- hour days. Half the children went to class in the morning, while the other half worked on building the school and tending the crops. 2. ...besides practical training in aircraft mechanics, sewing, cobbling, and canning fruits and vegetables).

3. Remind students to read their section of the text several times prior to filling in the graphic organizer. Suggested breakdown of text for jigsaw purposes: (# = paragraph)

grp 1 p62#1-2	grp 5 p67#1
grp 2 p 62#3-63	grp6 p67#2-p68
grp 3 p63#1-65	grp 7 p68#1-69#2
grp 4 p65#1-66	grp 8 p69#3-p70

4. Students work in their small group to complete a graphic organizer on main idea and supporting details. The teacher should be checking in with each group during work time to monitor comprehension of skills taught.

Multiple means of representation *– small group graphic organizer, copies of book, words on cards or sentence strips*

Multiple means of expression *– read with small group, discuss and write answers with the group*

Multiple means of engagement *– Students use graphic organizer to collect data with a small group.*

Additional Consideration for Emerging Readers

1. As the teacher reviews main idea, supporting details, and summarize, provide the student with symbol-based text definitions of those terms. This should be a review of information and terms the student is already familiar with.

2. Provide the first section of Chapter 8 (p60) with the same accommodations as in Lesson 1, Introduction, step 3. Provide a personal main idea/supporting details graphic organizer with appropriate accommodations (symbol-based text, digitally formatted, hook-and loop tape affixed, etc.). As the class discusses the information, have the student complete the first part of the organizer (using the answers developed by the class) by:
    a. Writing in the answers.
    b. Cutting and pasting (or hook-and loop tape attaching) in the answers from several choices.
    c. Verbalizing the answers for a partner (peer or adult) to scribe.
    d. Completing that section of the organizer digitally.

3. Assign the student to a small group and provide that section of Chapter 8 with the same accommodations as in Lesson 1, Introduction, step 3.

4. Follow the same procedure during the small group work as specified in this section, step 2.

Additional Consideration for Emerging Communicators

1. As the teacher reviews main idea, supporting details, and summarize, provide the student with symbol-based text definitions of those terms and/or tactile or concrete tactile representations /real for the referents. This should be a review of information and terms the student is already familiar with. Resources such as Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols may be useful in determining symbols. Some symbols may need to be pre-taught (Rowland, 2012) but use of the same symbols (or the system) during this and other lessons will reduce the need for pre-teaching.

2. Provide the first section of Chapter 8 (p60) with the same accommodations as in Lesson 1, Introduction, step 3. Provide a personal main idea/supporting details graphic organizer with appropriate accommodations (symbol-based text, digitally formatted, hook-and loop tape affixed, supplemented with textures and colors, "3-dimensionally" outlined with glue/yarn/puffy paint/Wikki-Stix, etc.). As the class discusses the information, have the student complete the first part of the organizer (using the answers developed by the class) by:
    a. Cutting and pasting (or hook-and loop tape attaching) in the answers from several choices.
    b. Completing that section of the organizer digitally.

c. Answering questions (using preferred mode of communication such as eye-gaze, vocalizations, touch, yes/no response, etc.) so partner (peer or adult can scribe.

3. Assign the student to a small group and provide that section of Chapter 8 with the same accommodations as in Lesson 1, Introduction, step 3.

4. Follow the same procedure during the small group work as specified in this section, step 2.

Lesson 3 - Practice

1. Students remain sitting with their small group but return their attention to the large group. Show students a graphic organizer (different than group organizer). Explain to students that we are going to compile the answers they found in their small group on a class graphic organizer (written on chart paper or projected onto a screen from the document reader).

2. Small groups (in order of assigned text) present their main idea and supporting details to the whole group. The teacher records the students' responses onto the large graphic organizer. If the teacher or other students disagree with the response of a particular group (Hopefully this was caught while the teacher was circulating during small group work time) then that section of the text will be read aloud and the whole group will come to a consensus for filling in the correct answer.

Multiple means of representation *– small group graphic organizer, class main idea graphic organizer on chart paper or projected onto screen*

Multiple means of expression *– present ideas from small group to the large group*

Multiple means of engagement *– Students use group graphic organizer to present ideas then complete class organizer compiling all the group's responses.*

Additional Consideration for Emerging Readers

1. Provide a personal copy of the new graphic organizer with all of the accommodations provided in previous activities.

2. If the student is chosen to read his or her group's main idea and supporting details, he or she can:
    a. Use the preferred mode of communication to read the main idea and supporting details.
    b. Indicate the main idea and supporting details as a partner reads.

    As the teacher records the main idea and supporting details from each group, provide a personal main idea/supporting details graphic organizers with appropriate accommodations (symbol-based text, digitally formatted, hook-and loop tape affixed, etc.). As the class discusses the information, have the student complete the organizer (using the answers developed by the class) by:
    a. Writing in the answers.

b. Cutting and pasting (or hook-and loop tape attaching or using sticky notes with main ideas and supporting details written on them) in the answers.
c. Verbalizing the responses for a partner (peer or adult) to scribe.
d. Completing the organizer digitally.

Additional Consideration for Emerging Communicators

1. Provide a personal copy of the new graphic organizer with all of the accommodations provided in previous activities.

2. If the student is chosen to read his or her group's main idea and supporting details, he or she can:
    a. Touch or otherwise indicate (e.g., eye-gaze, etc.) the main idea and supporting details as a partner reads.
    b. Activate a voice output device on which the main idea and supporting details have been pre-recorded.

    As the teacher records the main idea and supporting details from each group, provide a personal main idea/supporting details graphic organizers with appropriate accommodations (symbol-based text, digitally formatted, hook-and loop tape affixed, supplemented with textures and colors, "3-dimensionally" outlined with glue/yarn/puffy paint/Wikki-Stix, etc.). As the class discusses the information, have the student complete the organizers (using the information developed from the other groups) by:
    a. Cutting and pasting (or hook-and loop tape attaching) in the answers.
    b. Sorting main ideas and supporting details into a 3-dimensional graphic organizer such as the basket/container system described previously.
    c. Completing the organizer digitally.

Lesson 3 - Closure

Revisit/Review Lesson and Objectives –

Review the main ideas and supporting details listed on the large graphic organizer. Ask students: What was the author's purpose for writing this chapter: Our School? (to inform) What was the author's message? List all viable student responses.

Multiple means of representation *– class main idea graphic organizer, list written on chart paper or projected onto screen*

Multiple means of expression *– share answers and ideas with large group*

Multiple means of engagement *– Students use group organizer to list author's purpose and messages.*

Exit Assessment –

The teacher will read an additional passage (suggestion p53) from Children of the Dust Bowl. Students determine the main idea and write it down on an exit slip.

Multiple means of representation *– passage from text, large graphic organizer, exit slips*
Multiple means of expression *– listen to text and individually write main idea*

Multiple means of engagement *– Student determines then writes the main idea.*

Additional Consideration for Emerging Readers

Provide the passage read by the teacher in the most appropriate accommodated format which has previously been provided for the student in other activities.

Allow the student to choose the main idea from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student). Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the main ideas must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the main idea. Providing distractors that are clearly not linked to the passage such as "Video

games can help you learn" would not give information to verify the student's achievement of the learning objective.

Additional Consideration for Emerging Communicators

Provide the passage read by the teacher in the most appropriate accommodated format which has previously been provided for the student in other activities.

Allow the student to choose the main idea from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student).
Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the main ideas must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the main idea. Providing distractors that are clearly not linked to the passage such as "Video games can help you learn" would not give information to verify the student's achievement of the learning objective.

Lesson 3 - Resources

Sporadic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriam-webster.com/dictionary/sporadic

Stanley, J. (1992). (p53, 60-70). Children of the Dust Bowl The True Story of the School at Weedpatch Camp. New York, NY: Crown Publishers.

ELA Unit- Elementary
Lesson #4

Objectives:
Students will determine the importance of information in the text. (3.RI-1, 2 and 4.RI-1, 2)

Students will use supporting evidence to analyze the author's purpose. (3.RI-2, 6, 9 and 4.RI-2, 3, 6)

Students will write evidence from the text and sort it into theme/not theme. (3.WI.l3)

Essential Question(s):
What is the author's purpose?
How does the author's purpose help the reader to determine what is important?

Vocabulary:
Author's Purpose: the reason an author decides to write about a specific topic

Review vocabulary from previous lessons

Materials:
- Chapter 8, Our School from the book, Children of the Dust Bowl
- Theme strips
- T-chart labeled theme and not theme
- Sticky notes
- Author's Purpose chart

Lesson 4 - Introduction

Activate Previous Knowledge –

1. Display a chart that is titled, "The Author's Purpose". Review the definition of author's purpose. Invite a student to write one reason why an author writes a text, (to persuade, to inform, to entertain). Have a different student add a characteristic of the purpose (i.e. sway thinking, give facts, tell a story). Have another student write the title of a text that meets the purpose (i.e. commercials, Children of the Dust Bowl, Saturdays and Teacakes). Repeat the process until all 3 purposes have been identified.

2. Review the large group graphic organizer where the main idea and supporting details are listed. Reread the answers. Ask students: 1) What is the author's purpose for writing Children of the Dust Bowl? (to inform) 2) Why do you think Jerry Stanley wrote this book? (to inform the reader about how the teachers and the Okies built their own school. Remember students have only been exposed to Chapter 8 of the text. However, the teacher provided background knowledge for the whole book. It may be necessary to remind students of the context in which the book was written.

Definitions:

Author's Purpose: the reason an author decides to write about a specific topic

Multiple means of representation *– anchor chart listing author's purpose, large group graphic organizer, book*

Multiple means of expression *– write on anchor chart in large group, review graphic organizer in a discussion with the large group*

Multiple means of engagement *– Students use prior knowledge on author's purpose.*

Additional Consideration for Emerging Readers

1. Provide a personal copy of the chart being completed on the board by the whole class. This is a 3-column T-chart with 3 rows. The columns are labeled "Author's Purpose", "Characteristic", and "Text Example." The rows are not labeled. It looks like this:

Author's Purpose	Characteristic	Text Example

Provide the T-chart in the most appropriate accommodated format which has previously been provided for the student in other activities. These might include color coded rows or columns, digital format, supplemented with symbol-based text, etc.

As the class fills in the chart, have the student complete his or her personal chart by:

a. Writing in the answers.
b. Cutting and pasting (or hook-and loop tape attaching or using sticky notes with responses written on them) in the answers.
c. Verbalizing the responses for a partner (peer or adult) to scribe.
d. Completing the organizer digitally.

If the student is chosen to answer a question, he or she can answer using the preferred mode of communication. This might be pre-planned.

2. During the large group review, provide the main idea/supporting details graphic organizer completed in Lesson 3, Practice, step 2. for the student to use n answering questions.

   Provide choices in accommodated format(s) for the student to select from in order to answer the teacher's questions.

   Pre-plan a question and answer for the student.

Additional Consideration for Emerging Communicators

1. Provide a personal copy of the chart being completed on the board by the whole class. This is a 3-column T-chart with 3 rows. The columns are labeled "Author's Purpose", "Characteristic", and "Text Example." The rows are not labeled. It looks like this:

Author's Purpose	Characteristic	Text Example

   Provide the T-chart in the most appropriate accommodated format which has previously been provided for the student in other activities. These might include color coded rows or columns, texturally outlined with glue/yarn/puffy paint/etc., digital format, 3-dimensional format, supplemented with symbol-based text, supplemented with textures, etc.

   As the class fills in the chart, have the student complete his or her personal chart by:
   a. Cutting and pasting (or hook-and loop tape attaching) in the answers.
   b. Sorting answers into a 3-dimensional graphic organizer such as the basket/container system described previously.
   c. Completing the organizer digitally.

   If the student is chosen to answer a question, he or she can answer using the preferred mode of communication. This might be pre-planned and/or pre-recorded into a voice-output device which the student can activate.

2. During the large group review, provide the main idea/supporting details graphic organizer completed in Lesson 3, Practice, step 2. for the student to use n answering questions.

Provide choices in accommodated format(s) for the student to select from in order to answer the teacher's questions.

Pre-plan a question and answer for the student.

Establish Goals/Objectives for the Lesson –
Inform students: "Today we have identified the author's purpose was to inform the reader about how the teachers and the Okies built their own school. We are going to examine the text to identify the possible themes/messages. Then we will find supporting details to justify our conclusions."

Multiple means of representation *– large group graphic organizer, anchor charts, writing on sticky notes*

Multiple means of expression *– read assigned passage with small group, discuss with large group*

Multiple means of engagement *– Students read passage with the small group and write supporting details on sticky notes.*

Lesson 4 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Remind students that authors write to persuade, inform, or entertain but most texts have a deeper message.
2. Explain to students that we will use the same theme strips from Saturdays and Teacakes to complete the sentence: The theme in this book is _____. Display the strips listing the possible themes: childhood memories, bravery, relationships, family traditions, farm life, historical events, friendship, or coming of age.
3. In the same small group from the prior lesson, students discuss which theme would relate to the text and sorts them accordingly.
4. As a large group, sort the strips into two categories: theme or not theme. Discuss student rationales.

Theme	Not Theme
Childhood Memories	Family Traditions
Relationships	Bravery
Friendship	
Coming of Age	
Historical Events	
Farm Life	

Multiple means of representation *– word cards, theme strips, chart paper with t-chart or projected onto screen*

Multiple means of expression *– sort/discuss in small groups then share in large group*

Multiple means of engagement *– Students discuss where the themes are placed in small group then sort them into a t-chart with the large group.*

Additional Consideration for Emerging Readers

1. Provide the same accommodated materials regarding author's purpose as in Lesson 2, Introduction, step 1.

2. Provide the same accommodated materials regarding the possible themes as in Lesson 2, Body, steps 3 and 4.

3. Follow the same instructional procedure as in Lesson 2, Body, step 4.

4. Follow the same instructional procedure as in Lesson 2, Body, step 5.

Additional Consideration for Emerging Communicators

1. Provide the same accommodated materials regarding author's purpose as in Lesson 2, Introduction, step 1.

2. Provide the same accommodated materials regarding the possible themes as in Lesson 2, Body, steps 3 and 4.

3. Follow the same instructional procedure as in Lesson 2, Body, step 4.

4. Follow the same instructional procedure as in Lesson 2, Body, step 5.

Lesson 4 - Practice

1. Students work with their small group using Chapter 8: Our school from Children of the Dust Bowl. Students will mark the passages in the text that support the theme(s) they have chosen. Students write the supporting details their group has chosen on the sticky notes. (One detail per sticky note will work best for the upcoming sorting activity)

2. Students return to the large group. They should continue sitting with their small group partners. Each small group will present two supporting details and place it next to the theme strip it supports. The group will explain why they chose the details and why it supports a particular theme.

Multiple means of representation *– supporting details on sticky notes, t-chart on chart paper or projected onto screen*

Multiple means of expression *– read, discuss and record in small group, write on sticky notes, share details in large group*

Multiple means of engagement *– Students reread assigned passage in text and write the supporting details. Sort theme strips and sticky notes with the large group; discuss.*

Additional Consideration for Emerging Readers

1. Provide the information and accommodations for Chapter 8: Our School from Children of the Dustbowl in the same format as in Lesson 2, Practice, step 1.

2. Use the same instructional procedures as in Lesson 2, Practice, steps 2 and 3.

Additional Consideration for Emerging Communicators

1. Provide the information and accommodations for Chapter 8: Our School from Children of the Dustbowl in the same format as in Lesson 2, Practice, step 1.

Use the same instructional procedures as in Lesson 2, Practice, steps 2 and 3.

Lesson 4 - Closure

Revisit/Review Lesson and Objectives –
Read aloud the themes and the supporting details listed on the sticky notes. Discuss: Are the supporting details next to the theme that it best supports? (yes or no) If students answer no, ask: Which supporting detail would you move? Why? (varied answers) Discuss rationale with the large group and make appropriate changes.

Multiple means of representation *– theme strips, details on sticky notes*
Multiple means of expression *– discuss and manipulate supporting details in large group*
Multiple means of engagement *– Students discuss theme and supporting details; provide rationales.*

Additional Consideration for Emerging Readers

During the large group activity, provide access to all the accommodated materials that have been developed and used regarding themes and supporting details.

Allow the student to answer questions using his or her preferred mode of communication.

Pre-plan information for the student to contribute.

Additional Consideration for Emerging Communicators

During the large group activity, provide access to all the accommodated materials that have been developed and used regarding themes and supporting details.

Allow the student to answer questions using his or her preferred mode of communication.

Pre-plan information for the student to contribute.

Exit Assessment –

Exit slip: What is the theme you feel best meets the author's intent? Why?

(all are acceptable answers: childhood memories, relationships, friendship, coming of age, historical events, farm life) *It's at the teacher's discretion on whether students have acceptably justified their theme choice.

Multiple means of representation *– notebook paper, t-chart drawn on chart paper or projected onto screen*
Multiple means of expression *– write, discuss rationales*
Multiple means of engagement *– Students identify the theme and provide appropriate supporting details to justify their choice.*

Additional Consideration for Emerging Readers

Allow the student to choose the theme and his or her rationale from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student). Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the themes and rationales must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the theme and give a rationale for the choice. Providing distractors that are clearly not linked to the text would not give information to verify the student's achievement of the learning objective.

Additional Consideration for Emerging Communicators

Allow the student to choose the theme and his or her rationale from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student).
Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the themes and rationales must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the theme and give a rationale for the choice. Providing distractors that are clearly not linked to the text would not give information to verify the student's achievement of the learning objective.

Lesson 4 – Resources

Author's Purpose. (n.d.). In *Gourmet Learning*. Retrieved from http://gourmetlearning.com/site/media

Stanley, J. (1992). (p53, 60-70). Children of the Dust Bowl The True Story of the School at Weedpatch Camp. New York, NY: Crown Publishers.

ELA Unit- Elementary
Lesson #5: Culminating Activity

Objectives:

- Students will identify main ideas and summarize the supporting details. (3.RI-1, 2 and 4.RI-1, 2)
- Students describe aspects of the author's purpose across a variety of texts. (3.RL-4, 6, 7, 9 and 4.RL-4, 6, 7, 9)
- Students will recall information from their personal experiences for use in answering an open response question. (3.WL.h1 and 4.WL.h1)

Essential Question(s):
What is the author's purpose?
In what ways do the author's craft help the reader to determine the theme or message?

Vocabulary:
Review vocabulary from previous lessons

Materials:

- Theme sorting charts: Saturdays and Teacakes and Children of the Dust Bowl
- Chart paper
- Markers
- Class "A Story Map"
- Main Idea graphic organizer
- Paper
- Book, Saturdays and Teacakes
- Book, Children of the Dust Bowl
- Culminating Activity: Open Response Question
- Pencils

Lesson 5- Introduction

Activate Previous Knowledge –
1. Review the concept of the author's purpose (persuade, inform, entertain). Ask students: 1) What is the author's purpose in Saturdays and Teacakes? (to entertain) 2) What is the author's purpose in "Our School" from Children of the Dust Bowl? (to inform)

2. Explain to students that even though the author's purposes differed in the two texts, some of the themes overlapped when we sorted the theme strips in our prior lessons. Show students the two T-charts:

Saturdays and Teacakes

Theme	**Not Theme**
Childhood Memories	Bravery
Relationships	Farm Life
Family Traditions	Historical Events
Friendship	
Coming of Age	

Children of the Dust Bowl

Theme	**Not Theme**
Childhood Memories	Family Traditions
Relationships	Bravery
Friendship	
Coming of Age	
Historical Events	
Farm Life	

Multiple means of representation *– theme t-charts from both texts, word strips*

Multiple means of expression *– discuss in large group*

Multiple means of engagement *– Students define author's purpose and compare themes from two texts.*

Additional Consideration for Emerging Readers

1. As the teacher reviews the concept of author's purpose, provide the same accommodations as in Lesson 2, Introduction, step 1.

   As the teacher asks the two questions about Saturdays and Teacakes and Chapter 8, Children of the Dustbowl, provide the appropriately accommodated choices of "persuade", "inform" and "entertain" together for the student to choose from.

2. Provide the two theme/not theme T-charts just as developed and provided in Lesson 2, Body, step 6 (Saturdays and Teacakes) and Lesson 4, Body, step 4 (Children of the Dustbowl).

Additional Consideration for Emerging Communicators

1. As the teacher reviews the concept of author's purpose, provide the same accommodations as in Lesson 2, Introduction, step 1.

   As the teacher asks the two questions about Saturdays and Teacakes and Chapter 8, Children of the Dustbowl, provide the appropriately accommodated choices of "persuade", "inform" and "entertain" together for the student to choose from. If the student has difficulty in making choices, provide the correct purpose and one other purpose instead of all three together.

2. Provide the two theme/not theme T-charts just as developed and provided in Lesson 2, Body, step 6 (Saturdays and Teacakes) and Lesson 4, Body, step 4 (Children of the Dustbowl).

Establish Goals/Objectives for the Lesson –

Inform students: "Today we are going to compare our T-charts on the themes from these two texts. With a partner, you will decide which theme best fits both texts. You must be able to justify the theme you have chosen using key events or details from the texts."

Multiple means of representation *– theme t-charts from both texts, sticky notes with key events and supporting details*

Multiple means of expression *– discuss in small group then share with large group*

Multiple means of engagement *– Students compare themes from two texts by using key events and supporting details to make a choice.*

Lesson 5 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Students compare the T-charts and tell the teacher which themes appeared in both texts. The teacher lists the themes (childhood memories, relationships, friendship, and coming of age) on chart paper, board, etc. Keep these themes posted in an area where students can refer to them easily.

2. Post the large version of "A Story Map" with student responses recorded on it. Review results with students. Ask students: 1) Who were the characters? (Mammaw, boy) 2) What was the setting? (Mammaw's house/yard in the 1960's) 3) What were the key events? (answers will vary, reiterate the class consensus on key events written on story maps)

3. Post the Main Ideas graphic organizer. Ask various students to read aloud the main ideas and supporting details that the groups shared from the prior jigsaw activity.

4. Remind students that in prior lessons they identified key events and details in the two texts. They wrote these on sticky notes and placed it next to the appropriate theme.

Multiple means of representation *– theme t-charts, sticky notes, large graphic organizers, chart paper or projected onto screen*

Multiple means of expression *– compare themes in small groups, discuss prior lessons with large group*

Multiple means of engagement *– Students compare data from t-chart and review graphic organizers from prior lessons.*

Additional Consideration for Emerging Readers

1. Have student match themes across both T-charts. For example, if the T-charts have themes attached with hook-and-loop tape, the student can peel off "Childhood Memories" from the Saturdays and Teacakes T-chart and match to the "Childhood Memories" on the Children of the Dustbowl T-chart. Then that theme gets placed on a "common themes" folder or in an envelope.

2. Provide the personal Story Map developed in Lesson 1, Practice, steps 2-4.

   Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

Pre-plan a response for the student to contribute.

3. Provide the personal Main Idea graphic organizer developed in Lesson 3, Practice, step 2.

   Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

   Pre-plan a response for the student to contribute.

4. Provide the two texts with the sticky notes (or other annotations).

Additional Consideration for Emerging Communicators

1. Have student match themes across both T-charts. For example, if the T-charts have themes attached with hook-and-loop tape, the student can peel off "Childhood Memories" from the Saturdays and Teacakes T-chart and match to the "Childhood Memories" on the Children of the Dustbowl T-chart. Then that theme gets placed on a "common themes" folder or in an envelope.

2. Provide the personal Story Map developed in Lesson 1, Practice, steps 2-4.

   Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

   Pre-plan a response for the student to contribute.

3. Provide the personal Main Idea graphic organizer developed in Lesson 3, Practice, step 2.

   Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

   Pre-plan a response for the student to contribute.

Provide the two texts with the sticky notes (or other annotations).

Lesson 5 - Practice

1. Students work with a partner to choose the theme that best fits both texts. They refer to the posted charts and graphic organizers to provide evidence to support their choice. Copies of Saturdays and Teacakes and Children of the Dust Bowl are also available for students to use.

2. Partners write down author's theme and list evidence. They share their results with the large group. Discuss the overall results when all partners have shared. If there is not a consensus with the groups, have a discussion that leads students to the theme: coming of age.

3. Present the following statements to students: "Don't worry, Mammaw. I won't ever forget" and "...they learned a most important lesson. They were as good as anybody else." Discuss the power of the author's word choice and how it supports the theme, coming of age.

Multiple means of representation *– anchor charts, graphic organizers, list theme/choice, books*
Multiple means of expression *– discuss theme with a partner, share results with large group*
Multiple means of engagement *– Students choose theme and list evidence from text.*

Additional Consideration for Emerging Readers

1. Using the personal T-charts and the "common themes" bank developed in this lesson, Body, step 1, have the student work with his or partner and make a choice of the most appropriate theme. They could review each common theme in the context of each text and first sort into categories of "maybe" and "no". This should help narrow down the themes to compare and make a subsequent choice.

   Allow the student to voice his or her opinion using the preferred mode of communication.

2. During the large group report-out and discussion, allow the student to provide information using his or her preferred mode of communication.

3. Present the statements to the student in the accommodated form which has been used in all previous lessons.

Additional Consideration for Emerging Communicators

1. Using the personal T-charts and the "common themes" bank developed in this lesson, Body, step 1, have the student work with his or partner and make a choice of the most appropriate theme. They could review each common theme in the context of each text and first sort into categories of "maybe" and "no". This should help narrow down the themes to compare and make a subsequent choice.

   Allow the student to voice his or her opinion using the preferred mode of communication. A voice out-put device might be used with "yes" and "no" responses.

2. During the large group report-out and discussion, allow the student to provide information using his or her preferred mode of communication.

3. Present the statements to the student in the accommodated form which has been used in all previous lessons.

Lesson 5 - Closure

Revisit/Review Lesson and Objectives –

Ask: "How did the author's writing help us decide on a theme? (the key events and main ideas /supporting details) Explain that in both the texts, the author's ideas and word choice helped the reader to see that the children were able to grow into successful adults because they had someone special in their lives to help them.

Multiple means of representation *– books, theme list and strips, sticky notes*

Multiple means of expression *– discuss in large group*

Multiple means of engagement *– Students discuss author's craft and class rationales.*

Additional Consideration for Emerging Readers

Provide the responses of "key events", "main ideas", and "supporting details" in the most appropriate accommodated format used in previous activities so the student can use these to answer the teacher's questions.

Allow student to respond using preferred mode of communication.

Pre-plan information for the student to contribute.

Additional Consideration for Emerging Communicators

Provide the responses of "key events", "main ideas", and "supporting details" in the most appropriate accommodated format used in previous activities so the student can use these to answer the teacher's questions.

Allow student to respond using preferred mode of communication.

Pre-plan information for the student to contribute.

Adapted Rubric for both Emerging Readers and Emerging Communicators:

4	Names a special person Explains why they felt special Provides at least three supporting details Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time	Names a special person Provides two supporting details Explains why they felt special
3	Names a special person Explains why they felt special Provides two supporting details Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time	Names a special person Provides two supporting details
2	Names a special person Attempts to explain why they felt special Provides several details but only one is a supporting detail Utilizes appropriate language conventions: capitalization, punctuation, spelling, some of the time	Names a special person Provides one supporting detail
1	Names a special person Attempts to explain why they felt special Provides no supporting details Rarely utilizes appropriate language conventions: capitalization, punctuation, spelling	Names a special person

English Language Arts: Middle

NCSC Sample Instructional Unit

Life on the Mississippi

National Center and State Collaborative

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

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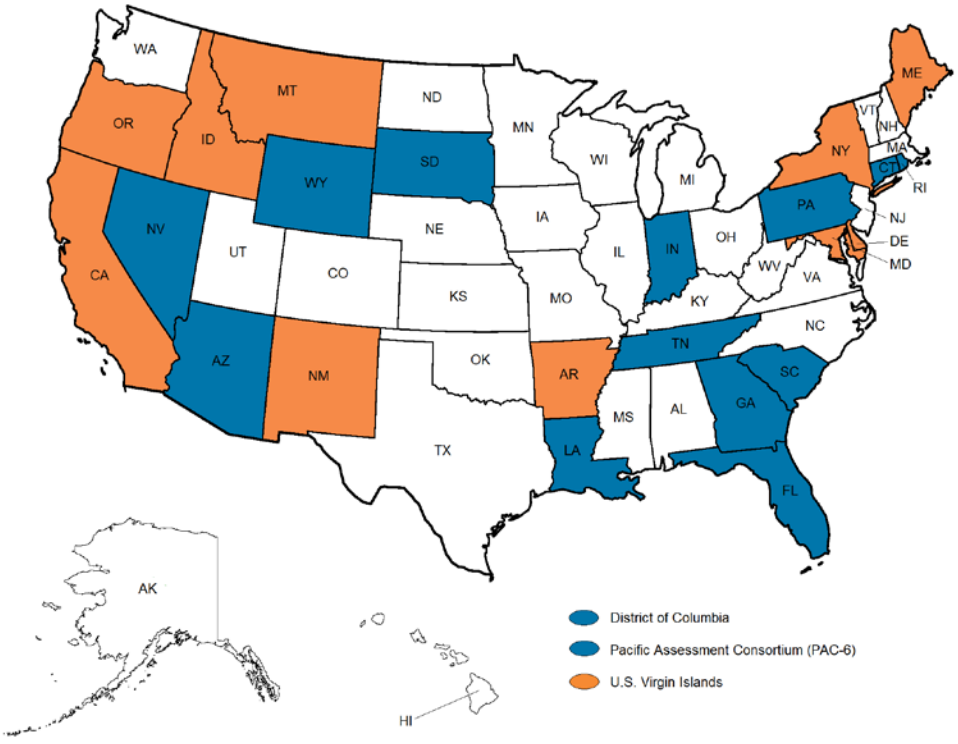
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Universal Design for Learning (UDL) Sample Instructional Unit – Life on the Mississippi

Brad Clark

October 2013

The UDL Instructional Units are available for teacher use. Please note that these units will be revised as user-feedback is obtained and will be made available on SharePoint and the Wiki. Reposted June 19, 2013

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Unit Key Vocabulary

Character persons, animals, things, or natural forces presented in literature.

Context Clues Context clues are words or phrases that typically surround an unfamiliar word for the purpose of helping a reader understand the new word. Context clues are typically built into the sentences around the difficult word. Awareness of context clues allows a reader to make logical guesses/inferences about word meanings.

Genre A category of literary composition characterized by a particular style, form, or content is a genre. For example, poetry is a genre of literature.

Plot Plot is events that make up a story.

Prediction A prediction is a statement or forecast made about the future. Predicting links information read in a text to prior experience for the purpose of understanding and anticipating the outcomes of events, characters, and conflict in a story.

Setting In literature texts, setting is the time and place where the events of the story take place. The sequence of the settings in a text provides the structure for most literature readings.

Summary Summarizing is to order the most significant events in the text into a format that allows a reader unfamiliar with the passage to gain an overview of the events of a story.

Textual Evidence Textual evidence refers to an explicit support from a reading passage that *proves* students' answers. Often textual evidence is either an example from the text that proves an inference/generalization or a direct quote from the text that supports an answer provided by students.

Unit Standards Overview

Common Core State Standard:

Reading: Literature

- **6.RL-1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RL-2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **6.RL-5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **6.RL-9** - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **7.RL-1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **7.RL-2** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **7.RL-9** - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading: Informational Text

- **6.L-4d - d.** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **6.RL-1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RL-2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **7.L-4c - c**. - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **7.L-4d - d.** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **7.RL-1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- **6.W-10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **7.W-10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Progressions Frameworks Progress Indicator

- **M.HD.a** - To fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)
- **M.HD.b** - Self-monitoring and deepening comprehension with metacognitive self-talk (*"I wonder…."*, *"Now I know… so I think this means that…."*), including identifying conflicting information from different sources
- **M.HD.h** - Developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)
- **M.RWL.a** - Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words
- **M.RWL.d** - Accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary
- **M.RWL.g** - Making conceptual connections between known and unknown words, using word structure, word relationships, or context
- **M.RWL.j** - Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening
- **M.RL.b** - Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)
- **M.RL.c** - Summarizing and interpreting purpose or central ideas to derive a theme
- **M.RL.e** - Analyzing texts according to text structure, genre features, or author's style
- **M.RL.l** - Analyzing or comparing texts according to text structure, genre features, or author's style or tone

Instructional Family: Retelling Texts Using Details

Reading Literary Text Core Content Connectors addressed:

- **7.RL.i3** Determine the theme or central idea of a text.
- **7.RL.j1** Analyze the development of the theme or central idea over the course of the text.
- **7.RL.i2** Use two or more pieces of textual evidence to support conclusions, or summaries of text.
- **8.RL.i3** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

Instructional Family: Using Multiple Texts

Reading Literary Text Core Content Connectors addressed:

- **6.RL.e2** Compare texts from different genres that have a similar theme or address the same topic.
- **7.RL.m4** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Instructional Family: Recognizing Organization and Features of Text

Reading Literary Text Core Content Connectors addressed:

- **6.RL.e1** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the theme, setting, or plot.

Instructional Family: Describing the Main Idea

Reading Informational Text Core Content Connectors addressed:

- **6.RI.d2** Use textual evidence to support inferences.
- **7.RI.j2** Determine the theme or central idea of a text.
- **7.RI.j3** Analyze the development of the theme or central idea over the course of the text.
- **7.RI.j1** Use two or more pieces of textual evidence to support conclusions, or summaries of text.

Instructional Family: Determining Meaning Using Context

Vocabulary Acquisition Core Content Connectors addressed:

- **6.RWL.a1** Use context to determine the meaning of unknown or multiple meaning words.
- **6.RWL.e2** Identify the connotative meaning (the idea associated with the word) of a word or phrase.
- **7.RWL.g1** Use context as a clue to determine the meaning of a grade appropriate word or phrases.
- **7.RWL.k3** Identify the connotative meaning (the idea associated with the word) of a word or phrase.

Instructional Family: Determining Meaning Using Reference Materials

Vocabulary Acquisition Core Content Connectors addressed:

- **6. RWL.d1** Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- **6. RWL.d4** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- **7. RWL.j1** Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- **7.RWL.j4** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

ELA Unit- Middle School
Lesson #1

Objectives:

- Students will use context clues to define unfamiliar words in a literature passage.
- Students will generate questions while reading a text to predict possible outcomes of the conflict within the text's plot.
- Students will analyze the role of setting as it creates an organizational structure for the text.
- Students will summarize the text.

Essential Questions:

- What are the most important events in the text?
- How does the author organize the structure of the text?
- Predictive Questions to be used during reading:
    - What do you predict will happen to Tom?
    - How will the people of the town react to Tom and Becky being found?
    - What are the possible outcomes of Judge Thatcher's decisions?

Vocabulary:

Adorn. To enhance appearance especially with beautiful objects

Avocation. An activity that one engages in as a hobby outside one's occupation/profession

Delirious. Wild with excitement, enthusiasm, etc.

Peal. Loud ringing of bells

Materials Needed:

- Use the book, *The Adventures of Tom Sawyer,* by Mark Twain or download the book or the pertinent portions of the book.
    - To download: Search for Tom Sawyer at: http://www.gutenberg.org/ or www.tumblereadables.com to purchase a site license.
    - The Gutenberg Project version is free and available in multiple formats.

  - Only Chapter 32 is needed for the purposes of this lesson.
  - The direct link for the html version of Chapter 32 is http://www.gutenberg.org/files/74/74-h/74-h.htm#c32.
  - *The Adventures of Tom Sawyer_Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Small sticky notes
- Chart paper
- Markers which are easily visible to whole class
- Pencils
- Lined paper
- Summary Peaks graphic organizer
- Context Clues Place Mat graphic organizer
- Graphic Novel version published by either Classics Illustrated of Mark Twain's Tom Sawyer or www.graphicclassroom.org. Use the search function on the website to search for Tom Sawyer.

Lesson 1: Introduction

A. Activate Previous Knowledge

1. Students read Chapter 32 of *The Adventures of Tom Sawyer*.
    - Record the vocabulary words that are unfamiliar on sticky notes, using one sticky note for each word.
    - Students also record the page number from the text on which the unfamiliar word occurs.

2. Students generate at least two questions about the text and share the questions within their small group of 3 students after completing Chapter 32.

3. Students use the Context Clues Place Mat to record all of the context clues that surround he word(s) they have identified as unfamiliar.
    - Working in their small groups, students build a working definition of the unfamiliar term.
    - Students place the sticky note in the middle of the Context Clues Place Mat in the framed area.
    - The spaces before and after the framed word are provided so students place the specific context clues into the proper order from in the passage occurring before or after the unfamiliar word.
    - Model the first term as an example of the process expected from each group. See the Appendix to Lesson 1 for answer keys.

4. Prompting questions are used to assist students in analyzing the role of context clues to determine word meaning.

See Appendix for exemplars ....

These following questions guide students through each phase of the graphic organizer:

- What are the important words that come before the unfamiliar word that might help you understand the meaning of the unfamiliar word?
- These important words are called context clues. What clues do they provide about the unfamiliar word?
- What do you know about these clue words?
- What do they remind you of?
- If you had to guess the meaning of the unfamiliar word based on what you already know about these clue words, what do you think the word *insert word here* means?

5. After working definitions of the unfamiliar words have been developed by the small group and placed in the bottom, left-hand box on the graphic organizer, students use a dictionary or thesaurus to clarify their understandings.
    - Using the internet versions of dictionaries and thesauri are strongly encouraged.

- Technical definitions must be recorded in the bottom right-hand box on the graphic organizer.

6. To extend the activity, follow-up questions could include:
   - How did your group use context clues to find the meaning of the word on the sticky note?
     - Potential Student Answer: The context clues allowed our group to "figure out" the meaning of the word.
   - What was difficult about the process?
     - Potential Student Answer: Sometimes the definition we developed did not match the dictionary's definition. Other times, our group had difficulty finding the clue words and what they meant.
   - How was the definition developed by your group both similar and different from the technical definition?
     - Potential Student Answer: This answer will vary from group-to-group and word-to-word.

7. Final Note: Model the first term for the whole group as an example of the process expected from each small group.
   - Modeling to determine word meaning using context clues can be used across various types of texts like informative, literary, and technical as well as Language Arts, History, and Science.

If the student has had little to no experience with the concept of compare, contrast or setting, it might be helpful to provide instruction using the Lesson 1 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 1.

Additional Considerations for Emerging Readers

1. Provide Chapter 32:
   - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
   - In a summarized format which may be in symbol-based text format.
   - Through the use of a text reader.

2. Provide several questions which could be in a symbol-based text format and:
   - Students select the two questions they are interested in asking.
   - Students identify events or details from the text to question others. Students could ask verbally, by touch, etc.

3. Provide Context Clues Place Mat as it is using symbol-based text cards to complete or provide it in digital format.

4. Reduce the number of vocabulary words.

Additional Considerations for Emerging Communicators

1. Provide Chapter 32:
    - With text reader which students could activate through adaptive switches as appropriate.
    - Summarized in auditory format which students may or may not control through adaptive switches as appropriate.
    - With switch use as appropriate.
    - With main ideas, characters, settings, events, etc. which may be presented in summarized and/or auditory format supplemented with visual or tactile cues and/or other referents like photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols.
    - Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents or system during this lesson and other novels will reduce the need for pre-teaching.

2. For questions that students ask:
    - Students select from visual or tactile symbols to indicate questions they want to ask.
    - Students stop text reader or auditory recording to indicate the part of the text they want to question.
    - Students use the symbols or text recording in the small group work.

3. Provide the Context Clues Place Mats:
    - Adapt with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
    - Supplement with a different textural/color background on each graphic area.
    - Reduce the number of graphics on each Context Clues Place Mat.
        - Place clues on one page of the Place Mat and definitions on another page, require only one clue and/or one definition.
    - Include visual or tactile symbols to complete the Context Clues Place Mats.

4. Provide choices for students to complete the graphic organizer.
    - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number or choices provided (one correct and one incorrect vs. one correct and three incorrect).

Reduce the number of vocabulary words.

b. Establish Goals/Objectives for the Lesson

1. Students will use context clues to define unfamiliar words in a literature passage.
2. Students will generate questions during reading in order to predict possible outcomes of the conflict within the text's plot.
3. Students will analyze the role of setting as it creates a sequential structure within the text.
4. Students will summarize the text.

Students will compare the print version of a text to the graphic novel.

Multiple means of representation: Context Clues Place Mat graphic organizer, digital version of text on computer, online dictionary

Multiple means of expression: Graphic organizer, Alpha Smart

Multiple means of engagement: Online version of text, small group

Lesson 1: Body

Direct Instruction and/or Facilitation of the Lesson

1. The Summary Peaks graphic organizer's end goal is for students to develop a systematic process for summarizing a literary text. The graphic organizer is influenced by several assumptions:
    - Students have difficulty deciding which events in a story are the most important events in the story.
    - The process of selecting events based on importance or significance is a highly subjective process which depends on the value system and prior experiences of students.
    - Literary texts are often organized in a sequential structure.
    - Most events in most literary texts take place in a setting.

2. If the assumptions above are true, then writing summaries based on the most significant events within a sequence of settings is the most concrete, logical, and objective process for students to follow to achieve these stated goals.

3. Students follow the process outlined on the Summary Peaks graphic organizer.
    - Begin with small groups of students identifying the settings within the text.
    - Place the settings in the sequence in which they occur.
        - Numbering the settings helps students maintain the proper sequence.
    - Finish the row of settings so students discuss the events that occur within the setting and decide/record the most important or significant event from the first setting.
    - Follow the same process for the other settings identified in the bottom row of the graphic organizer.
    - Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.

4. Students must use textual evidence to support their selections of a significant event.
    - Textual evidence can be a direct quote, example from the text, or paraphrased portion of the text.
    - Students must refer to either a page number or paragraph number in their answer.
    - Other students will be able to locate the evidence if they disagree about events to be included in the summaries.
        - For example, "On page 217, in the second paragraph it states…."

5. Students draw the event in question.
    - The visual will help students complete the last row at the top of the graphic organizer while also allowing students to form more comprehensive connections to the reading.
    - The last row of the graphic organizer requires students to paraphrase the significant event, or "put the event into their own words."

6. The following prompting questions guide students through each phase of the graphic organizer:
    - What is the most important event in the first setting (and second, third, etc.)?
        - Why is it important?
        - Find an example or evidence from the reading that proves that the event you have chosen is important.
    - Out of all the events in the story identified by your group, which ones are the most important?
        - Why?
        - When and where did the event(s) occur?
            - Potential Student Answer: The most important event in the story is when Tom finds a way out of the cave. If Tom had not found a way out of the cave, then the events in the rest of the chapter could not have happened. The event mentioned above takes place during the day in the cave.
    - Which settings are most important to the story?
        - Does the author use any setting(s) more than once?
        - Is that setting important to the development of the story?
        - Why or why not?
            - Potential Student Answer: Mark Twain uses the cave and Judge Thatcher's house multiple times in the story. The cave is where all of the conflict takes place and is the main subject that Tom, the main character, talks about. Judge Thatcher's house is important because that is where Tom reveals all of the important information about the cave: How he and Becky escaped and that Injun Joe is still in the cave.
    - Which settings, if they were removed, would change the story the most?
            - Potential Student Answer : The two settings above have to be in the story. Without the cave, there would be no conflict in the story and without Judge Thatcher's house, Tom's story would have to be told and all of the villagers would have to hug and kiss the children somewhere else.

Multiple means of representation: Context Clues Place Mat graphic organizer, digital version of text on computer, online dictionary

Multiple means of expression: Graphic organizer, Alpha Smart

Multiple means of engagement: Online version of text, small group

Additional Considerations for Emerging Readers

1. After students have identified (verbally, by touch, selecting from several choices, etc.) several settings from the text, have them sequence the settings in the order they occurred.
    - Students could do this activity while the chapter is being read.
    - Depending upon students' needs, strengths, and interests, students may write the settings on the bottom row of the Summary Peaks graphic organizer.
    - Depending upon the goal of student writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.) copy from a model, trace, or other means.
    - Digitally complete the settings row.
    - Cut and paste symbol-based text icons for each setting.
    - Verbally, through eye-gaze, or otherwise indicate the sequence with someone scribing for students.
    - Work with a reduced number of settings.

2. The graphic organizer may need to be manipulated so each row is on a different page if the modes of students' responses need more space.
    - For example, if students are going to write their answers but the writing is large, have the settings row alone on a single piece of paper will give students more room to write.

3. Using any of the ideas in the previous bullets, students complete the remaining rows of the Summary Peaks graphic organizer.
    - If students have difficulty switching from setting-to-setting based upon the completion of the graphic organizer rows, students could complete the organizer column by column.
        - For example, instead of identifying the major event in each setting and then providing text-based evidence for each event, students take the first setting, identify the event, provide a supporting example from the text, etc., and then do the same for the second setting, the third, setting, and so on. In this case, if extra space is needed, instead of providing each row on a separate piece of paper as mentioned previously, each column might be placed on a separate piece of paper.
        - Color coding the background of each column can help students connect all the information on the graphic organizer around a particular setting or event.

4. In the last row of the graphic organizer, students highlight (physically, digitally, or verbally with a scribe) key words in the text example instead of coming up with their own words.

Additional Considerations for Emerging Communicators

1. Given symbolic representations of settings (symbols, concrete objects/realia, textures, etc.) in Chapter 32, students identify through their established communication systems (assistive technology, eye gaze, touch, verbalization/vocalizations, etc.) the sequence of the settings/events in Chapter 32.

2. Provide choices for students to answer questions that complete the graphic organizer.
    - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (village vs. jungle) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).

3. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the Summary Peaks graphic organizer.

4. Manipulate the graphic organizer:
    - Put each row on a different page if the students' response modes require more space.
    - Put each column of the graphic organizer on a different page so students concentrate on one setting/event at a time.
    - Provide color coding of the columns.
    - Provide textured backgrounds to the rows.
    - Provide extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.

Reduce the number of settings/events students must work with.

Lesson 1: Practice

1. On the back of the graphic organizer, have students put the top row of event descriptions into a paragraph format. The result is a rough draft of a summary of the plot of the story.

See Appendix....

2. Students may need assistance with developing transitions in between the described events to write a fluid, high-quality paragraph.

3. Upon completing the summary in small group, have students share the summaries with the whole group.

4. Supply students with a graphic novel version of the same section of the text. (Very few graphic novel versions are broken into distinct chapters.)

    - Students read the graphic novel version individually for the purposes of comparing the author's usage of setting to that of Mark Twain's usage of setting.

5. Students return to their original small group to complete a Venn Diagram which compares the settings of both texts.

See Appendix....

6. To increase evaluative skills, students write a summary of the graphic novel version as a whole class on chart paper. This process refines and clarifies initial understandings as well develops a deeper understanding of the text.

Multiple means of representation: Chart Paper, Venn Diagram, Graphic Novel

Multiple means of expression: Writing, discussion

Multiple means of engagement: Discussion, small group collaboration, whole group collaboration, evaluative thinking skills

Additional Considerations for Emerging Readers

1. Depending upon students' needs, strengths, and interests, students write the summary paragraph based upon the top row of event descriptions on the reverse side of the Summary Peaks graphic organizer by:
    - Using a pencil or other writing instrument.

    - They can copy from a printed copy of the organizer (front side) to avoid flipping the paper back and forth.
- Digitally writing the paragraph with or without symbol-based text or a symbol-based text program.
- Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the event descriptions.

2. Students might share their paragraphs by:
    - Reading them aloud.
    - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
        - For example, if the first sentence was "The people stopped looking," the partner might read, "The _____ stopped looking," and the student reads the word, "people" at the appropriate time in the sentence.
    - Touching each word or symbol as a partner reads.
    - Activating an audio recording of the paragraph.
    - Providing printed copies of the paragraph to classmates.

3. Provide the graphic novel:
    - In symbol-based text format.
    - Through the use of a text reader.

4. Depending upon students' needs, strengths, and interests, students:
    - Write the information into a Venn Diagram graphic organizer.
    - Depending upon the objective of student writing (independence, participation, fine motor development, etc.), students write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
    - Digitally complete the Venn Diagram.
    - Cut and paste symbol-based text icons for each comparison detail.
    - Verbally, through eye-gaze, or otherwise indicate where the details should be placed on the Venn Diagram and someone may scribe for students.
    - Work with a reduced number of details.

5. The graphic organizer may need to be manipulated so each circle is larger if the students' response modes need more space.

6. Color coding the background of each circle can help students appropriately identify where details belong on the Venn Diagram.
    - For example, the literary text circle might be yellow and the graphic novel circle might be blue, which would result in the overlapping space becoming green.

7. Provide the details for students to work with so they do not have to recall the details.

8. During the large group activity in which the whole class writes a summary of the graphic novel:
    - Provide students with events from the graphic novel in their communication modes so they contribute to the class activity.
    - As students provide information for the summary, remove information from students' choices so students do not repeat information.

9. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Given symbolic representations (symbols, pictures/photographs, concrete objects/realia, textures, etc.) of the event descriptions (Students may still need some direct instruction to connect some relatively new event descriptions to their referents.), students write their paragraphs by:
    - Using assistive technology, eye-gaze, verbalizations/vocalizations to sequence the event descriptions into a "paragraph form."
    - Selecting (using their preferred methods of communication) the sequence of events through a series of multiple choice questions or yes/no questions.
        - For example, the partner (peer or adult) might hold up the referents for two event descriptions (one being the first event occurring in chronological order and the other being a different event) and ask, "Which event description should come first in the paragraph?"
        - The partner might also hold up one referent and ask, "Is this the first event in the chapter/paragraph?"

2. Students might share their paragraphs by:
    - Reading them aloud, repeating short phrases provided auditorily by a partner.
    - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
        - For example, if the first sentence was, "The people stopped looking," the partner might read, "The _____ stopped looking," and the student reads the word, "people" at the appropriate time in the sentence.

- Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up, touching, or otherwise indicating which referent indicates the word for the blank.

- Touching each word or symbol as a partner reads.
- Activating an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read the paragraph or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different sentence might activate the recordings of the sentences individually and in sequence.
- Providing printed copies of the paragraph to classmates.

3. Provide graphic novel:
    - With text reader which students activate through adaptive switches as appropriate.
    - In auditory format which students may or may not control through switch use.
    - With main ideas, characters, settings, events, etc. supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

4. Given symbolic representations of details (symbols, concrete objects/realia, textures, etc.) of the two types of texts, students identify through their established communication systems (assistive technology, eye gaze, touch, verbalization/vocalizations, etc.) where each detail should be placed in the Venn Diagram.

5. Depending upon students' abilities, questions are presented in a variety of ways:
    - Ask students, "Where does (provide detail) go?"
        - They would indicate using the preferred communication modes (pointing, eye-gaze, digitally, etc.) where the detail should be placed.
    - Ask students, "Does (provide detail) go here?"
        - Students give a yes or no response.

6. Provide choices for students to answer questions that complete the graphic organizer.
    - For example, the question might be "Which detail goes here?"
    - The number or choices provided might vary depending upon students' abilities to make choices (e.g., one correct and one incorrect vs. one correct and three incorrect).

7. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the Venn Diagram.

8. Manipulate the graphic organizer:
    - Make each circle is larger.
    - Color code the circles.
        - For example, the literary text circle might be yellow and the graphic novel circle might be blue, which would result in the overlapping space becoming green.
    - Provide textured backgrounds to the circles.
    - Provide extra tactile/visuals cues to the organizer such as outlining the circles with glue or pipe cleaners/Wikki Stix, etc. or providing containers instead of "2 dimensional" circles.
    - Reduce the number of details students must work with.

9. During the large group activity in which the whole class writes a summary of the graphic novel:
    - Provide students with events from the graphic novel in their communication modes so they contribute to the class activity.
    - As students provide information for the summary, remove information from students' choices as they are presented so students do not repeat information.

10. Pre-plan certain pieces of information for students' contributions.
    - For example, pre-plan asking students, "Where do the villagers wait for the children to return?"
    - Students are expected to use communication devices that, when activated, state, "The river."
    - Pre-planning accomplishes three objectives:
        - Students know the answer.
        - Students participate more fully in the large group.
        - Students can be more successfully engaged and positively reinforced.

Lesson 1: Closure

A. Revisit/Review Lesson and Objectives

Remind students that they were learn new vocabulary by using text, and:

1. Students will use context clues to define unfamiliar words in a literature passage.
2. Students will generate questions while reading a text to predict possible outcomes of the conflict within the text's plot.
3. Students will analyze the role of setting as it creates an organizational structure for the text.
4. Students will summarize the text.

Below are scripted examples of a closing discussion about the lesson. The teacher script is in bold.

1. **As you were reading the original text, I asked you to generate some questions. A good reader asks questions as they read. Did the questions you have generated help your group better understand the text?**
    - Potential Student Answer: Some people in our group had similar questions and some of us were able to answer each other's questions. Other questions did not help.

2. **What types of questions should we, as readers, be asking as we read?**
    - Potential Student Answer: We should be asking questions about why events happen in the story, where the events take place, what characters are in the events and things like that.

3. **If you recall, we formed small groups to work on unfamiliar vocabulary in the text. We explored how readers use context clues in order to find the meaning of unfamiliar words. How do context clues help readers understand unfamiliar words?**
    - Potential Student Answer: Context Clues guide readers toward a loose definition of a word. They are hints, and when readers add all of the hints, sometimes the reader has a better understanding of an unfamiliar word.

4. **How can reference materials help readers better understand the text? Which reference materials do you prefer to use if you don't understand a word in a text?**

- Potential Student Answer: References, like a dictionary, help to clarify word meanings. Answers will vary on preference.

5. **How did Mark Twain use setting in the original text?**
   - Potential Student Answer: The settings used by Twain provided the structure for the story. The settings are where the events occur.

6. **What settings do you think Mark Twain thought were the most important to the telling of the story?**
   - Potential Student Answer: The cave is an important setting in the story because it was where Tom and his playmate were lost. Twain could not have told the story in this chapter without the cave because Tom and Becky escape from the cave and eventually, Tom and other citizens in St. Petersburg return to the cave to try and find Injun Joe. Another important setting would be Judge Thatcher's house. All of the people of the village gathered there to receive the two children upon their arrival. This setting is where Tom, laying on a couch, told the village about their escape from the cave.

7. **What settings were most important to the graphic novel?**
   - Potential Student Answer: (This answer will vary based on the specific version of graphic novel used.) The graphic novel uses the cave and Judge Thatcher's house as the most important settings. The graphic novel shows Tom and Becky escaping the cave, and at the end, the villagers finding Injun Joe in the cave. Judge Thatcher's house is important, too, because Tom tells the story of their escape and learns about Injun Joe there.

8. **How is creating a graphic novel different from creating a chapter book?**
   - Potential Student Answer: A graphic novel is very visual. In a traditional text, like a novel, everything that the reader experiences is written. In a graphic novel, readers can see what is happening. A graphic novel has to use more pictures and images to describe what is happening outside of what the characters say to one another, but a graphic novel doesn't have near as much detail as a traditional text. Sometimes a graphic novel has to leave some of the details out like Tom being bedridden and visiting Huck's bedroom.

Multiple means of representation: Verbal Discussion; write responses on chart paper

Multiple means of expression: Verbal representation

Multiple means of engagement: Refer to chart paper assignments still posted around the room.

Additional Considerations for Emerging Readers

1. Students answer yes/no questions using their preferred modes of communication.

2. Students use materials as responses that might require more complex answers than students communication allows them to present.
    - For example, "Did the questions you have generated help your group better understand the text?"
    - Follow-up questions:
        - "Which question did help the group?"
        - "Which question did not help the group?"
    - Students indicate their answers by referencing the actual question as opposed to verbalizing (or using another communication mode) the answer.

3. Provide answer choices to students for questions that will be asked in class which may require additional vocabulary in students' communication systems (verbal or other).
    - For example, if the question is, "How do context clues help readers understand unfamiliar words?"
        - Students use a word such as "hint" so it needs to be in their vocabulary (on the communication board, in the AAC device, etc.).

4. Certain questions and answers might be pre-planned for students which may require pre-teaching for students to answer correctly.
    - Pre-planning accomplishes three objectives:
        - Students know the answers.
        - Students participate more fully in the large group.
        - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Students answer yes/no questions using their preferred modes of communication.

2. Students use materials as responses that might require more complex answers than students' communication allows them to present.
    - For example, "Did the questions you have generated help your group better understand the text?"
    - Follow-up questions:
        - "Which question did help the group?"
        - "Which question did not help the group?"

3. Students indicate their answers by referencing the actual question as opposed to verbalizing (or using another communication mode) the answer.

4. Provide answer choices to students for questions that will be asked in class which may require additional vocabulary in students' communication systems (verbal or other).
    - For example, if the question is, "How do context clues help readers understand unfamiliar words?"
        - Students use a word such as "hint" so it needs to be in their vocabulary (on the communication board, in the AAC device, etc.).

5. Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students becomes more proficient at making choices.

6. Certain questions and answers might be pre-planned for students which may require pre-teaching for students to answer correctly.
    - Pre-planning accomplishes three objectives:
        - Students know the answers.
        - Students participate more fully in the large group.

Students can be more successfully engaged and positively reinforced

B. Exit Assessment

1. What do you think Mark Twain is going to write about next in Chapter 33?

2. Extension of activity: Using the questions below as a guide, create one page from a graphic novel for Chapter 33 using the setting of the cave after Judge Thatcher and Tom learn of Injun Joe's death.
3. Use the following questions to guide your graphic novel version of the beginning of Chapter 33.
    - What conflicts or problems will Mark Twain write about in Chapter 33 of the text? Where will those problems take place (setting)?
    - What will Tom Sawyer do in the next chapter?

Multiple means of representation: Written form.

Multiple means of expression: Written form, Graphic Novel form.

Multiple means of engagement: Small group or individual.

Additional Considerations for Emerging Readers

1. Provide several possible events and several plausible but not correct events for students to choose from when predicting what Mark Twain is going to write about next in Chapter 33.
2. Because this is an assessment activity (as opposed to any of the previous instructional activities) it is important to provide choices that require students to demonstrate their abilities to make logical predictions which is why the incorrect choices provided must be plausible.
    - For example, if the choices given were, "The villagers have a party in the cave," and "The villagers have a party in a shoe," the "shoe" answer is not a plausible choice so students could not make a logical prediction.
    - If the choices were, "The villagers have a party in the cave," and "The villagers have a party in a skyscraper," students would have to discriminate between two plausible places a party might take place even though the skyscraper answer would not be correct in the context of *The Adventures of Tom Sawyer*.
    - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to complete the graphic novel page
    - Depending upon students' prediction, students:
        - Draw 3 or 4 scenes for the graphic novel.
        - Communicate (using their preferred communication modes) to a partner (peer or adult) what scenes to draw.
        - Communicate (using their preferred communication modes) to a partner (peer or adult) what dialogue or text to include.

Additional Considerations for Emerging Communicators

1. Provide one possible event and one plausible (more depending upon students' abilities to discriminate) but not correct event for students to choose from when predicting what Mark Twain is going to write about next in Chapter 33.

2. Because this is an assessment activity (as opposed to any of the previous instructional activities), it is important to provide choices that require students to demonstrate their abilities to make logical predictions which is why the incorrect choices provided must be plausible.
    - For example, if the choices given were, "The villagers have a party in the cave," and "The villagers have a party in a shoe," the shoe answer is not a plausible choice so students could not make a logical prediction.

- However, if the choices given were, "The villagers have a party in the cave," and "The villagers have a party in a skyscraper," students have to discriminate between two plausible places a party might take place even though the skyscraper answer would not be correct in the context of *The Adventures of Tom Sawyer*.

3. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to complete the graphic novel page.

4. Depending upon students' prediction, students:
   - Draw 2 - 4 scenes for the graphic novel.
   - Communicate (using their preferred communication modes) to a partner (peer or adult) what scenes to draw.
   - Communicate (using their preferred communication modes) to a partner (peer or adult) what dialogue or text to include.
   - Students use a yes/no response to indicate the events in their graphic novels.

Lesson 1 - Resources

The Adventures of Tom Sawyer by Mark Twain

www.gutenberg.org

The Adventures of Tom Sawyer by Mark Twain, *Classics Illustrated*

Insert attached Summary Peaks Graphic Organizer here

Insert attached Context Clues Place Mat Graphic Organizer here

Lesson 1 - Appendix

Insert Attached PDF files for Lesson 1 Context Clues Place Mat here

Insert Attached PDF files for Lesson 1 Summary Peaks here.

Summary of *The Adventures of Tom Sawyer*, Chapter 32

The summary below is exported directly from the top row of the Summary Peaks graphic organizer:

1. The people of St. Petersburg had given up searching for Tom and Becky and gone back to their daily routines because they thought the children were dead.
2. Tom and Becky returned late at night and all of the villagers were excited. They partied all night because they were so happy.
3. In Judge Thatcher's house, Tom retold the story of how they escaped and everyone listened.
4. While in the cave, Tom used kite string to explore ways out of the cave and eventually found a hole that he stuck his head through.
5. Tom flagged down some men in a boat on the river.
6. Judge Thatcher stopped searching for the children when he heard about their return to St. Petersburg.
7. Tom and Becky were worn out from their experience and stayed in bed.
8. Tom wanted to tell Huck about his adventures but couldn't because Huck was sick.
9. Tom learned about a man drowning in the river.
10. Tom and Judge Thatcher realize that Injun Joe was trapped in the cave two weeks after the Judge had the cave sealed.

The summary below is written in a paragraph format including transitions:

In the beginning of this chapter, the people of St. Petersburg had given up searching for Tom and Becky and gone back to their daily routines because they thought the children were dead. Unexpectedly, Tom and Becky returned late at night and all of the villagers were excited. They partied all night because they were so happy. Later that night, in Judge Thatcher's house, Tom retold the story of how they escaped and everyone listened. While in the cave, Tom used kite string to explore ways out of the cave and eventually found a hole that he stuck his head through. Tom flagged down some men in a boat on the river. Judge Thatcher stopped searching for the children when he heard about their return to St. Petersburg. After the excitement died down in the village, Tom and Becky were worn out from their experience and stayed in bed. When Tom felt better, he wanted to tell Huck about his adventures but couldn't because Huck was sick. Later, Tom learned about a man drowning in the river. At the end of this chapter, Tom and Judge Thatcher realize that Injun Joe was trapped in the cave two weeks after the Judge had the cave sealed.

Below is a Venn Diagram for the *Classics Illustrated* Graphic Novel version of *The Adventures of Tom Sawyer*:

Original Novel Version:

- The first setting is in the village of St. Petersburg.
- The river is not an actual setting in the story. The villagers only move toward it.
- Judge Thatcher's house is the setting where Tom explains what happened in the cave.
- Tom and Becky are bedridden.
- Tom visits Huck's bedroom.

Graphic Novel Version:

- The first settings are in the homes of Aunt Polly and Mrs. Thatcher.
- The river is a place where the villagers wait for the children to return.
- Tom explains his escape at his house.
- The setting of Tom and Becky being bedridden is not included.
- Tom never visits Huck's bedroom.

Classics Illustrated Graphic Novel version summary of *The Adventures of Tom Sawyer*:

In the beginning of this section of the graphic novel, Aunt Polly and Mrs. Thatcher are both very sad. In the middle of the night, the village bells rang, and the villagers learn that Tom and Becky are alive. The villagers go to the river to meet the children. Once everyone gets back to Judge Thatcher's house, Tom tells about how they escaped. He tells everyone about how he found a light coming through a hole and saw the Mississippi River. When he told Becky, she did not believe him. They yelled at a boat on the river, and the people on the boat fed them and took them home. A week later, Tom went to visit with Becky, and he learned that Judge Thatcher sealed the cave. Tom became really pale so someone threw water in his face. Tom explained that Injun Joe was still trapped in the cave. At the end of this section of the graphic novel, Injun Joe is found in the cave.

ELA Unit- Middle School
Lesson #2

Objectives:

- Students will develop a more complex understanding of the physical and historical importance of the Mississippi River Valley within the era of Mark Twain's writing.
- Students will develop a clearer understanding of Mark Twain's view of the Mississippi River.
- Students will develop an understanding of the information provided by historical illustrations and images.

Essential Question(s):

- How does Mark Twain view the Mississippi River?
- How are steamboats represented in historical art?
- How does a deeper understanding of the Mississippi River Valley change your interpretation of Chapter 32 of The Adventures of Tom Sawyer?
- How does Twain's informative writing differ from his literary writing?

Lesson Vocabulary:

Unique – having significant or meaningful qualities
Subordinate – of less importance
Navigable – able to be travelled by boat
Diminish – to grow smaller and smaller
Prodigious – extraordinary in size
Slumberous – having the qualities of sleep or sleepiness
Peculiarly – unusual, odd, or out of place

Materials:

- Either the book, "Life on the Mississippi" by Mark Twain or access to a computer lab with internet connection. If a book is not available go to http://www.gutenberg.org/ and search for "Life on the Mississippi". The direct link for the html version is http://www.gutenberg.org/files/245/245-h/245-

h.htm The Gutenberg Project version is free and available in multiple formats. You only need Chapter 1 for the purposes of this lesson.

- *The Adventures of Tom Sawyer_Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Either the YouTube link provided here: http://www.youtube.com/watch?v=-lbxRNNp_Uc or search "Life on the Mississippi - Chapter 1: The River and Its History" in YouTube's search function. An audio book can also be purchased but you only need the contents of Chapter One.
- Pencils
- Lined paper

Lesson 2 – Introduction

1. Activate Previous Knowledge –
2. Students will share their graphic novels (Exit Slip) with their small group members and explain their predictions.
3. Teachers will then provide students with "Mississippi River Steamboat" color lithograph (1895) from the Library of Congress website in either a hard copy format or projected upon a screen (preferred because you can zoom into the image), as well as provide the Historical Camera Lucida Graphic Organizer. Row A is to be completed individually. This row requires the lower order thinking skills associated with identification of the objects and people in the photograph as well as a description of the setting. Under the "people" heading in row A, students may interpret the directions as referring to individual people or in the case of this image in particular, different *types* or *categories* of people. Either interpretation achieves the purpose of analyzing the image.

Refer to examples in Lesson 2 Appendix.

Upon completing row A and the description of setting as individuals, students share the responses in the same small group format. Students may add in objects, people, and descriptive details from each other's row A in order to have a more detailed and thorough graphic organizer. Working together, students will complete row B as a small group, with each individual recording the information on the graphic organizer. Row B addresses author's purpose through evaluating the significance of an object or person/type of person. When students are deciding on the most significant object or person in the image, the teacher should require that students provide a justification or reason for choosing the item and person from the image. This will increase discussion in small group and help students to develop a clearer understanding of the evaluative process.

4. Students will read Chapter 1 of "Life on the Mississippi" by Mark Twain (his memoir).

Definitions:

Steamboat: river boat that uses steam power as the primary mode of propulsion.

River Valley: long lowland between ranges of mountains, hills, or other uplands, often having a river or stream running along the bottom.

Significant: having importance or meaning.

Lithograph: image produced on a flat surface, often metal, popular in the 19th century.

Setting: time and place of a story.

Multiple means of *representation* – *Graphic Novel page, Projected Image, visual learners*

Multiple means of *expression* – *Historical Camera Lucida Graphic Organizer, individual, small group*

Multiple means of *engagement* – *Digital image, visual learners, small group discussion, evaluative thinking skills*

Additional Considerations for Emerging Readers

1. Students present their graphic novels to group members by:
    - Verbally reading.
    - Activating an audio recording.
    - Touching each picture as a partner (peer or adult) reads.
    - Providing printed copies to share.
2. Provide student with color lithograph of "Mississippi River Steamboat" (enlarged if necessary) and *Historical Camera Lucida* graphic organizer:
    - Supplemented with symbol-based text.
    - In digital format.
3. Depending upon students' needs, strengths, and interests, students may:
    - Write their responses on the graphic organizer. Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
    - Digitally complete the organizer.
    - Cut and paste symbol-based text icons for each response.
    - Verbally, through eye-gaze, or otherwise indicate their responses and someone may scribe for students.
4. The graphic organizer may need to be manipulated so each row or column is on a different page if the students' response modes need more space. For example, if

students are writing their answers but the writing is large, having the Row A alone on one piece of paper will give students more room to write.

5. Using any of the ideas in the previous bullets, students complete the remaining sections of the graphic organizer. If students have difficulty switching from objects to people based upon the completion of the graphic organizer rows, they could complete the organizer column by column. Color coding the background of each column may help students connect all the information on the graphic organizer around a s setting or event.
    - During the small group work:
        - Provide students with information from the lithograph in their communication modes so they contribute to the class activity. As students provide information for the graphic organizer, remove information from choices as they are presented so students do not repeat information.
        - Provide additional cues to assist students in learning how to determine the most appropriate answer. For example, in Row B, first column, ask questions such as "How many steamboats do you see?", "Are there more steamboats or anchors?", or "What is the biggest object in the picture?" This will help students learn how to interpret this as well as other graphics encountered in reading.

6. Pre-plan certain pieces of information for students' large group contributions to assure that:
        - Students know the answers.
        - Students participate more fully in the large group.
        - Students can be more successfully engaged and positively reinforced.

7. Give students the choice of adding information from other students to their graphic organizer as they wish.

8. Provide Chapter 1 of "Life on the Mississippi" by Mark Twain:
    - In symbol-based text format.
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.

9. As students read Chapter 1:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to details in the text that will assist in answering the questions in the next activity.

S**ee Lesson 2** – Body, page *****

- Provide a bubble or satellite graphic organizer and have or assist students in discriminating details from the text about the Mississippi River, using any of the strategies above to complete the organizer.

Additional Considerations for Emerging Communicators

1. Students present their graphic novels to group members by:
    - Verbally reading students say as many words as possible, either a word that summarizes each picture or a key word from the text for each picture with a partner (peer or adult) reading the rest.
    - Activating an audio recording using assistive technology as appropriate (entire page or each picture requiring technology activation).
    - Touching or otherwise indicating (eye-gaze, etc.) each picture as a partner (peer or adult) reads.
    - Providing printed copies to share.

2. Provide student with color lithograph of "Mississippi River Steamboat:"
    - Enlarged if necessary.
    - Supplemented with textures (cotton for smoke, a turning wheel for the paddlewheel, etc.).
    - In a digital format with sections that, when activated by a mouse click, provide auditory input (whistle for the steamship, dock sounds, for the workers on the barge, etc.).
    - Cut apart into "puzzle pieces" which students manipulate as each section is discussed.

3. Provide student with *Historical Camera Lucida* graphic organizer:
    - Adapted with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
    - With each graphic area supplemented with a different textural/color background.
    - With reduced number of graphics on a page (object column on one page and people column on another)
    - And students use visual or tactile symbols to complete the organizer.

   Provide choices for students to answer questions that complete the graphic organizer.
    - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number of choices provided (one correct and one incorrect vs. one correct and three incorrect).

4. Students use their established communication system s(technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the graphic organizer.

5. Manipulate the graphic organizer:
    - So each row is on a different page if the mode of students' responses requires more space.

- So each column of the graphic organizer is on a different page so students concentrate on either objects or people.
- By providing color coding of the columns.
- By providing textured backgrounds to the rows.
- By providing extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.

6. Pre-teach any new concepts or words students may not have mastered so they more effectively use the symbols representing those referents.

7. During the small group work:
   - Provide students with information from the lithograph in their communication modes so they contribute to the class activity. As students provide information for the graphic organizer, remove information from students' choices as they are presented so students do not repeat information.
   - Provide additional cues to assist students in learning how to correctly determine the most appropriate answer. For example, in Row B, first column, ask questions such as "How many steamboats do you see?", Are there more steamboats or anchors?", or "What is the biggest object in the picture?" To complete Row B, second column, cut out all the people in the lithograph so when given the question of "Who is the most important person in the image?", the size difference is isolated, giving students a better chance of answering correctly. These presentation accommodations will help students learn how to interpret this as well as other pictures encountered in reading.

8. Pre-plan certain pieces of information for students' large group contributions which accomplishes three objectives:
   - Students know the answers.
   - Students participate more fully in the large group.
   - Students can be more successfully engaged and positively reinforced.
   - Give students the choice of adding information from other students to their graphic organizer as they wish. Students use their preferred modes of communicating acceptance or refusal (yes/no) to accomplish this.

9. Provide Chapter 1 of "Life on the Mississippi" by Mark Twain:
   - With text reader which students activate through adaptive switch(es) as appropriate.
   - Summarized in auditory format which students may or may not control through switch use as appropriate.
   - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other

tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.

- As students read Chapter 1:
  - Have or assist them in highlighting, underlining, or otherwise calling attention to details in the text that will assist in answering the questions in the next activity

(see Lesson 2 – Body, page

  - Provide a bubble or satellite graphic organizer and have or assist students in discriminating details from the text about the Mississippi River, using any of the strategies above to complete the organizer.

b**. Establish Goals/Objectives for the Lesson**

- Students will be able to analyze the structure of an informative text.

(Physical History compared to "Historical" History a division designated by Mark Twain)

1. Students will describe important events.
2. Students will create a timeline of events.

- Students will apply relevant information about the Mississippi River from Twain's memoir to his literary pieces.

- Students will compare a written text to an audio text.

- Students will evaluate author's purpose.

Multiple means of *representation* – *Audio version of the text, digital version of the text available,*

Multiple means of *expression* – *Written form, typed responses,*

Multiple means of *engagement* – *Digital version*

Lesson 2 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Students will answer the following question individually upon completing the reading. Potential student responses are in plain text.
2. **According to Mark Twain, why is the Mississippi River unique and "worth reading about"?** There aren't any other rivers like it physically or historically. Physically, it carries a lot of water and covers a large territory. It grows narrower as it reaches the ocean. It also deposits a great deal of soil. The Mississippi River was being discovered in America by Europeans while other important and famous events were taking place in Europe.
3. **The teacher will play the audio version of "Life on the Mississippi - Chapter 1: The River and Its History" from either an audio book version or youtube.com (The YouTube version is not a copyrighted audio book; it is an individual reading the book aloud chapter by chapter.) Upon listening to the audio version, students will answer the following questions. Student responses are in plain text.**
4. **According to Mark Twain, why is the Mississippi River unique and "worth reading about"? -**See exemplar above, and note that a second exposure to the text, even in the alternate format, will result in a more detailed response.
5. **How did your answer change after hearing the text read aloud?** It became more detailed. I understood it better.
6. **What are the differences between the written version and the audio version?** The audio version is harder to follow. Or, the audio version is easier to understand and clearer. **Which do you prefer?** Answers will vary.

7. **Students will get into small groups and form a written response to the following question:**
8. **What do you know about Mark Twain's feelings for the Mississippi River?** He is very impressed by it. He feels very strongly toward it and he knows a lot about it.
9. **What specific examples from the text support your answer?** He talks in detail about its physical characteristics, comparing it to other rivers and locations. He also is able to compare the discovery of the Mississippi to other important events (larger historical context).

Multiple means of *representation* – *Audio and Visual versions of the text,*

Multiple means of *expression* –*verbal response, written response, working in small group*

Multiple means of *engagement* – *small group work, audio and written text*

Additional Considerations for Emerging Readers

1. To answer the question "According to Mark Twain, why is the Mississippi River unique and 'worth reading about'?":
    - Students use the information that was previously highlighted or contained on the satellite/bubble graphic organizer.
    - Students use their preferred modes of communication.
    - Provide a fewer number of choices from which to answer to the question.
2. As the audio version of "Life on the Mississippi - Chapter 1: The River and Its History" is presented to all students, supplement it with the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation.
3. During the large group activity after the presentation of the audio version of the text in which the class as a whole answers questions:
    - Provide students with information and possible answers to questions in their communication modes so they contribute to the class activity.
4. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.
5. During the small group activity in which students develop a consensus answer to the two questions:
    - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the group activity.
6. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.
    - Students use the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation to provide choices for examples from the text.

Additional Considerations for Emerging Communicators

1. To answer the question "According to Mark Twain, why is the Mississippi River unique and 'worth reading about'?":
    - Students use the information that was previously highlighted or contained on the satellite/bubble graphic organizer.
    - Students use their preferred modes of communication.

- Provide a fewer number of choices from which to answer to the question.

2. As the audio version of "Life on the Mississippi - Chapter 1: The River and Its History" is presented to all students, supplement it with the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation.

3. During the large group activity following the presentation of the auditory version of the text in which the class as a whole answers questions:
    - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the class activity.

4. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

5. During the small group activity in which students develop a consensus answer to the two questions:
    - Provide students with information and possible answers (as many or as few as is appropriate) to questions in their communication modes so they contribute to the group activity.

6. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.
    - Students use the text version (with the all of the accommodations already in place) and the additional graphic organizer if that was used as an accommodation to provide choices for examples from the text.

Lesson 2 - Practice

1. Inform students (still in small groups) that Mark Twain divided Chapter 1 into two distinct sections in order to provide a clear structure for the reader. Twain's two sections, which he calls "the physical history" of the river and the "*historical* history" of the river, provide an organizational structure for the information in Chapter 1. Inform students that they will be evaluating each section separately in order to better understand the structure of this informative text.

2. Students will describe each of the three most important points made by Twain during the *physical history* portion of the text. (Refer to the Appendix.)

3. Upon completing the activity, the groups will share their descriptions with the whole class.

4. The teacher will inform students that the second section of Chapter one is presented in a sequential organizational structure. In order to better understand the chronological sequence of this portion of the text, the small groups of students will verbally identify (through discussion) all examples of a time signature within the text. Upon completing the verbal identification process, students will create a timeline of chronological events in what Mark Twain calls the *historical history* of the Mississippi River. This product will also be shared with the whole class and placed on a wall in the class.

   OF NOTE It is very important to note that Twain includes many European events (which can be distracting to students), but students need to be directed toward the events that only apply to the Mississippi River itself

(See Appendix).

   The European events are supplied by the author so the discovery of the Mississippi River will be viewed as of equal importance to the European events that helped to shape world history during that day and time. This aspect of Twain's view of the Mississippi river's importance needs to be communicated to students. Inform students that the events in Europe that Twain describes are important to world history and Twain wants the reader to feel that the Mississippi being found is just as important as the works of Shakespeare, the Reformation in Europe or the English Civil War. This is why he is so shocked that it was left unexplored for so long.

Multiple means of *representation* – *Small group, logical-mathematical (sequential) structures of text, whole class*

Multiple means of *expression* – *Written responses, timelines (visual), sequential diagrams may vary, verbal communication.*

Multiple means of *engagement* – *small group, whole group, displayed product on wall*

Additional Considerations for Emerging Readers

1. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *physical history* portion of the text:
    - In symbol-based text format
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.

2. As students review the *physical history* portion of Chapter 1:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to three important points in the text that can be used to contribute to the small group work. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise "pulled out" from the text so students read or show those points to participate in the small group.

3. If students are is chosen to share their group's work with the whole class, they can:
    - Read it aloud.
    - Read certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first point was "The Mississippi River is huge", the partner might read "The Mississippi _____ is huge" and students read the word "River" at the appropriate time in the sentence.
    - Touch each word or symbol as a partner reads.
    - Activate an audio recording of the work.
    - Provide printed copies of the work to classmates.

4. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *historical history* portion of the text:
    - In symbol-based text format
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.

5. As students review the *historica*l *history* portion of Chapter 1:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a time signature in the text that can be used to contribute to the small group work. Additionally, these time signatures could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise "pulled out" from the text so students read or show these time signatures to participate in the small group.

6. Provide a personal graphic organizer and, according to students' needs:

- Make each space larger if the mode of students' responses requires more space.
- Number each space on the timelines to help students sequence the information in chronological order.

7. As the small group decides what information to put on the graphic organizer, students complete their personal graphic organizers by:
    - Using a pencil or other writing instrument. They can copy from another student's work.
    - Digitally write the information using plain text or a symbol-based text program.
    - Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the events in chronological order.
    - Reducing the number of events to work with.

8. If students are chosen to share their group's work with the whole class, they can use any of the strategies listed above in the previous sharing activity.

Additional Considerations for Emerging Communicators

1. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *physical history* portion of the text:
    - With text reader which students activate through adaptive switch(es) as appropriate.
    - Summarized in auditory format which students may or may not control through switch use as appropriate.
    - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.

2. As students review the *physical history* portion of Chapter 1:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to three important points in the text that can be used to contribute to the small group work. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those points (using their preferred modes of communication) to participate in the small group.

3. If student are chosen to share their group's work with the whole class, they can:
    - Read it aloud, repeating short phrases provided auditorily by a partner.
    - Read certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was "The Mississippi River is huge", the partner might read "The Mississippi _____ is huge" and students read the word "River" at the appropriate time in the sentence.
    - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
    - Touch each word or symbol as a partner reads.
    - Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. (See second sub-bullet above.) Students who use assistive technology devices where each switch has a different point might activate the recordings of the points individually.
    - Provide printed copies of the work to classmates.

4. Review Chapter 1 of "Life on the Mississippi" by Mark Twain, focusing only upon the *historical history* portion of the text:
    - With text reader which students activate through adaptive switch(es) as appropriate.
    - Summarized in auditory format which students may or may not control through switch use as appropriate.
    - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Uuse of the same referents (or the system) during this and other texts will reduce the need for pre-teaching.

5. As students review the *historical history* portion of Chapter 1:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a time signature in the text that can be used to contribute to the small group work. Additionally, these time signatures could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those time signatures (using their preferred modes of communication) to participate in the small group.

6. Provide personal graphic organizers and according to students' needs:
    - Manipulate the graphic organizer:
        - So each space is larger.
        - By numbering each space.
        - By providing textured backgrounds to the spaces.
        - By providing extra tactile/visuals cues to the organizer such as outlining the spaces with glue or pipe cleaners/Wikki Stix, etc. or providing containers instead of "2 dimensional" spaces.
        - By reducing the number of events students must work with.

7. If students are chosen to share group's work with the whole class, they use any of the strategies listed above in the previous sharing activity.

Lesson 2 - Closure

a. **Revisit/Review Lesson and Objectives** – Address these in closure:

The teacher asks students the following questions as a closing activity. Potential student responses are in plain text.

1. **Which structure is easier for a reader to understand? Why?** The physical description is easier to follow because everything in that section is about the Mississippi River, but the historical section has information that is confusing.

2. **Why does Mark Twain structure Chapter 1 this way?** He knows a lot of facts and information about the Mississippi and he thinks that the river is really important, just as important as the events in Europe. It would have been easier to understand if he hadn't included the European events. Maybe he should not have used to different structures.

3. **Based on what we have read so far, what is the central idea of the text?** The Mississippi is important to Mark Twain. And according to Twain, it is very impressive.

4. **How does Mark Twain view the Mississippi River?** He is very impressed by it and thinks it is very important.

5. **How does Twain try to persuade the reader?** He shows how different the river is from other rivers and he wants the reader to see how important the river is.

6. **How does a deeper understanding of the Mississippi River Valley change your interpretation of Chapter 32 of <u>The Adventures of Tom Sawyer</u>?** When Tom saw the river he was thankful. Tom and Becky were saved by a boat on the river.

7. **Remember you only read one chapter of Tom Sawyer and Twain has a strong opinion about the Mississippi River. If Twain were to use the River as a setting for a chapter in a book, how do you think his characters would feel about the river?** He would still be impressed by it, so his characters would be impressed by it to.

Multiple means of *representation* – *Discussion*

Multiple means of *expression* – *Discussion*

Multiple means of *engagement* – *Discussion*

Additional Considerations for Emerging Readers

1. During the large group activity during which the teacher asks questions for students to answer:
    - Students use materials as responses that might require more complex answers than students' communication allows them to present. For example, when the teacher asks a question such as "Which structure is easier for a reader to understand?", with a follow-up reminder of "*physical history* or *historical history*," students indicate their answers by referencing the actual graphic organizers for one or the other structure as opposed to verbalizing (or using another communication mode) the answer.
    - Provide answer choices to students for any question that will be asked in class. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those words need to be accessible or available for students to use (on the communication board, in the AAC device, etc.).

2. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decides that students are asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Students use materials as responses that might require more complex answers than students' communication allows them to present. For example, when the teacher asks a question such as "Which structure is easier for a reader to understand?", with a follow-up reminder of "*physical history* or *historical history*", students indicate their answers by referencing the actual graphic organizers for one or the other structure as opposed to verbalizing (or using another communication mode) the answer. If students have or is working on a "yes/no" response, questions might be reworded to take advantage of that skill, such as rephrasing the above question to "Was the physical (or historical) structure easy to understand?" or "Was the physical structure easier to understand than the historical structure?"

2. Provide answer choices to students for any question that will be asked in class. This may require the addition of some new vocabulary in students' communication systems (verbal or other) so those words need to be in their vocabulary (on the communication board, in the AAC device, etc.). New

vocabulary may need to be pre-taught connecting and word to its symbolic referent. Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students become more proficient at making choices.

3. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decides that students are asked a specific question so some pre-teaching may occur to allow that student to answer correctly. This accomplishes three objectives:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

a. **Exit Assessment** –

On a sheet of paper have students return to their small groups and complete the following exit slip:

Predict how a future literary writing by Mark Twain would use the Mississippi River Valley as the primary setting…What types of activities would the main character participate in? The main character could be on a boat or work near the river. They could also really like the river like Twain does. **How could the Mississippi River be used as a setting in a story about a mischievous boy?** The boy could play tricks on people near the river, or he could scare people while they are fishing.

Multiple means of *representation* – *Written response*

Multiple means of *expression* – *Responses could be depicted visually through a drawing or images supplied by the internet*

Multiple means of *engagement* – *Story design*

Additional Considerations for Emerging Readers

1. Provide several possible topics and several plausible but not correct topics for students to choose from when predicting what Mark Twain might write about in a future literary writing about the Mississippi River Valley. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be

plausible. For example, if the choices given were "The main character could be on a boat" and "The main character could float in the clouds", the "cloud" answer is really not a plausible choice so it would be a stretch to say students could make a logical prediction. However, if the choices given were "The main character could be on a boat" and "The main character could be on an expressway" students discriminate between two plausible places the main character might be even though the "expressway" answer would not be correct in the context of a literary text about the Mississippi River Valley and the river.

5. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to make their predictions.

6. Depending upon students' needs, strengths, and interests, students may:
    - Write their answers.
    - Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
    - Digitally write the answers.
    - Cut and paste symbol-based text icons for each answer.
    - Verbally, through eye-gaze, or otherwise indicate which answer someone else may scribe.
    - Work with a reduced complexity of prediction.

Additional Considerations for Emerging Communicators

1. Provide several possible topics and several plausible but not correct topics for students to choose from when predicting what Mark Twain might write about in a future literary writing about the Mississippi River Valley. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible. For example, if the choices given were "The main character could be on a boat" and "The main character could float in the clouds", the "cloud" answer is really not a plausible choice so it would be a stretch to say students could make a logical prediction. However, if the choices given were "The main character could be on a boat" and "The main character could be on an expressway," students discriminate between two plausible places the main character might be even though the "expressway" answer would not be correct in the context of a literary text about the Mississippi River Valley and the river.

2. Allow students to use their established communication systems (technologically-based, eye-gaze, touch, verbalization/vocalizations, symbol-based icons, photographs/pictures, concrete objects/realia, etc.) to make their

predictions/choices. A less complex prediction might be expected using these types of communication modes.

Lesson 2 - Resources

"Life on the Mississippi" by Mark Twain

www.Gutenberg.org

Audio book version of "Life on the Mississippi" by Mark Twain

Insert *Historical Camera Lucida* Graphic Organizer here

http://www.loc.gov/pictures/resource/cph.3g09893/

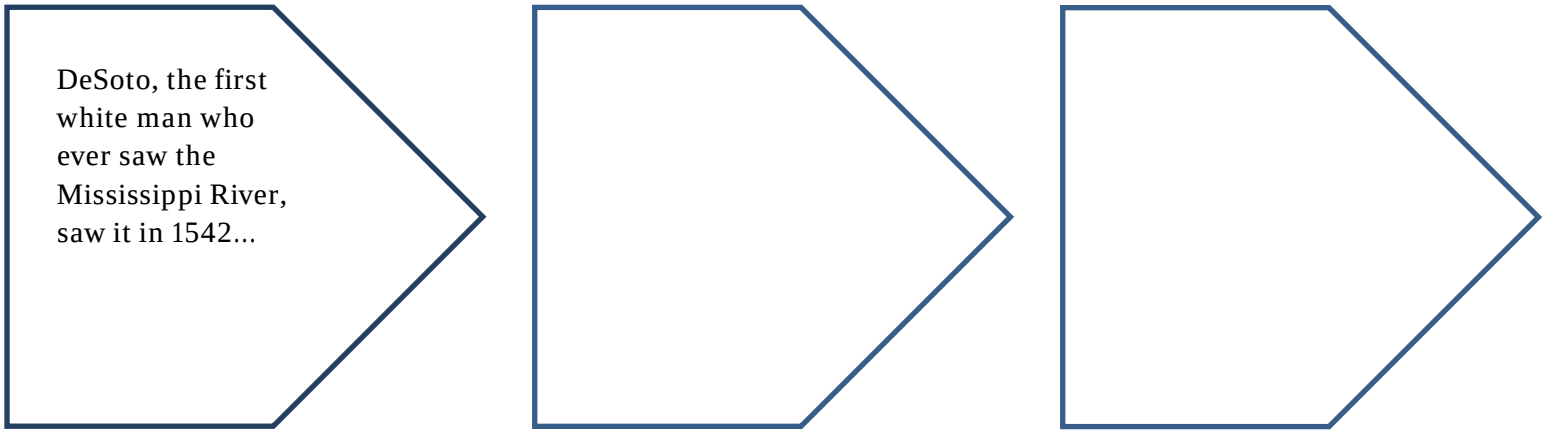
Lesson 2 - Appendix

Insert *Historical Camera Lucida Mississippi Steamboat* here

Life on the Mississippi Physical Descriptions:

1. The Mississippi River is huge. One of its tributaries is the longest river in the world—four thousand three hundred miles. The Mississippi is also the most crooked river in the world. It pumps out more water than other major European rivers. Its water supply comes from twenty-eight States and Territories. The Mississippi carries to the Gulf water from fifty-four rivers that can be travelled by steamboats. The area of its drainage-basin is as great as the combined areas of England, Wales, Scotland, Ireland, France, Spain, Portugal, Germany, Austria, Italy, and Turkey; and almost all this wide region can be farmed.
2. It is also very unique because instead of getting wider and bigger toward its mouth, it grows more narrow and deeper. From the Ohio River to a point half way down to the sea, the river is mile wide. But above the mouth, it is only half a mile wide. Where the Ohio River meets the Mississippi River its depth is eighty-seven feet, but it is one hundred and twenty-nine feet just above the mouth.
3. The river dumps four hundred and six million tons of mud into the Gulf of Mexico every year. That is a square mile of mud that would be two hundred and forty-one feet high. Some scientists believe that two hundred miles of land between Baton Rouge and the Gulf was built by the river.

Life on the Mississippi Historical Timeline



ELA Unit – Middle School
Lesson #3

Objectives:

- Students will use context clues to define unfamiliar words in a literature passage.
- Students will generate questions while reading a text in order to predict possible outcomes of the conflict within the text's plot.
- Students will make generalizations about the main character.
- Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.

Essential Question(s):

- How does the author reveal the main character to the audience?
- How does the author use dialogue between minor characters and the main character to tell the story?
- What is the author's purpose maintaining one setting that changes very slightly over the course of the text?

Vocabulary:

Brimming- Full to overflowing

Delectable- Delicious or extremely beautiful

Reposeful- A state of being at rest

Whitewash-A low cost white paint made from chalk

Skylarking-To pass time by playing tricks on others

Vigor- Full of life or vitality

Tranquilly- In a peaceful manner

Ridicule-To face scorn

Ponderously- Of great weight or importance

Slackened-To make or become slower

Laborious-Requiring much work or labor

Contemplated- To have thought deeply about a matter

Reluctance- A state of unwillingness

Alacrity- A cheerful readiness or willingness

Dilapidated- Run down or in poor repair

Idle- Not working or inactive

Covet-To desire or want something

Attain-To achieve

Materials:

- Either the book, "The Adventures of Tom Sawyer" by Mark Twain or access to a computer lab with internet connection. If a book is not available go to http://www.gutenberg.org/ and search for "Tom Sawyer." The direct link for the html version is http://www.gutenberg.org/files/74/74-h/74-h.htm. The Gutenberg Project version is free and available in multiple formats. You only need Chapter 2 for the purposes of this lesson. Gutenberg also has audio versions of Chapter 2 available.
- *The Adventures of Tom Sawyer_Chapter32* PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.
- Small sticky notes
- Chart Paper
- Marker easily visible to whole class
- Pencils
- Lined paper
- *First Impressions aren't Everything* graphic organizer
- Context Clues Place Mat graphic organizer

Lesson 3 - Introduction

a. **Activate Previous Knowledge –**

1. Students will read Chapter 2 of "The Adventures of Tom Sawyer" and record the vocabulary words that are unfamiliar on sticky notes (one word per sticky note).
2. Students will also generate at least two questions about the text and share the questions within the small group of 3 students after completing Chapter 2.
3. Students will then use the Context Clues Place Mat to record all of the context clues that surround the word(s) they have identified as unfamiliar. Working in small group, students will build a working definition of the unfamiliar term. In order to achieve this, students will place the sticky note in the middle of the Context Clues Place Mat in the framed area. The spaces before and after the framed word are provided so students place the specific context clues from the text into the proper order in which they occur in the passage whether the context clues occur before or after the unfamiliar word. Model the first term as an example of the process expected from each group. This will reinforce the skills of using context clues to derive meaning. Modeling will also reinforce the process outline in Lesson 1 of this unit. Use the following prompting questions to assist students in analyzing the role of context clues to determine word meaning:
4. *What are the important words that come before the unfamiliar word that might help you understand the meaning of the unfamiliar word?*
5. *Remember, these important words are called context clues. What clues do they provide about the unfamiliar word?*
6. *What do you know about these clue words? What do they remind you of?*
7. *If you had to guess the meaning of the unfamiliar word based on what you already know about these clue words, what do you think the word* insert word here *means?*
8. After working definitions of the unfamiliar words have been developed by the small group and placed in the bottom left hand box on the graphic organizer, students may use a dictionary or thesaurus to clarify their understandings. Using the internet versions of dictionaries and thesauri is strongly encouraged. The technical definition must be recorded in the

bottom right hand box on the graphic organizer. In order to extend the activity, follow-up questions could include:

9. ***How did your group use context clues to find the meaning of the word on the sticky note? How did your group use context clues to find the meaning of the word on the sticky note?*** The context clues allowed our group to "figure out" the meaning of the word by piecing all of the clues together so we could guess at the meaning.
10. ***What was difficult about the process?*** Sometimes the definition we developed did not match up to the dictionary's definition. Other times, our group had difficulty finding the clue words and what they meant.
11. ***How was the definition developed by your group both similar and different from the technical definition?*** This answer will vary from group to group and word to word, but the answer to this question should be more sophisticated than the same question and answer from Lesson 1.

12. ***OF NOTE:*** **Again, model the first term in a whole group setting as an example of the process expected from each group. The modeling process is very necessary because this model for determining word meaning via context clues can be used across various types of texts (informative, literary, technical, etc.) and domains (Language Arts, History, Science, etc.).**

Definitions:

Setting- In literature texts, setting is the time and place where the events of the story take place. The sequence of the settings in a text provides the structure for most literature readings, but for this chapter the setting changes only slightly: the place is consistent but the time changes from Saturday morning to Saturday late afternoon. The minor characters come and go, one by one, marking the passing of time and therefore the slight changes in setting.

Minor Character-A supporting character in a text that changes very little but is often used by the author for the purposes of developing the audience's understanding of both the storyline (plot) and the main character, typically through interacting with the main character.

Main Character-Often referred to as the protagonist in a text, the storyline typically centers around the main character in a text. The main character can be viewed as the center of all of the attention (by the author, the minor characters, the conflict of the story, and the reader).

Character Traits-A distinguishing feature or quality demonstrated by the actions, thoughts, and words of a character, that when taken together, form the nature of the individual.

Textual Evidence-Refers to an explicit support from a reading passage that "proves" students' answers. Oftentimes, the textual evidence is either an example from the text that proves an inference/generalization or a direct quote from the text that supports an answer provided by students.

Context Clues-The other words or phrases that typically surround an unfamiliar word that helps a reader to better understand the new word. They are typically built into the sentences around the difficult word. An awareness of these context clues allows a reader to make logical guesses/inferences about word meanings.

Prediction-A prediction is a statement or forecast made about the future. Within the context of this literature-based lesson, it implies a skill that all high-ability readers possess: the ability to link the information they have read in a text to prior experience for the purpose of understanding and anticipating the outcomes of events, characters, and conflict in a story.

Multiple means of *representation* *–Digital version of text allows for flexible print sizes, sticky notes create a visual "puzzle" that allows for students to connect their understanding of familiar words to the unfamiliar word, dictionaries and thesauri, online dictionaries.*

Multiple means of *expression* *– Question generation, verbal communication in small group, finished* Context Clues Place Mat.

Multiple means of *engagement* *– Students use their prior understanding of context clues to understand new words, verbal, visual, bodily-kinesthetic.*

Additional Considerations for Emerging Readers

1. Provide Chapter 2:
    - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.
2. Provide several questions (may be in symbol-based text format or not) regarding the text and:
    - Students select the two they are interested in asking or
    - Students identify events or details from the text (verbally, by touch, etc.) to ask questions about.
3. Provide Context Clues Place Mat:
    - As is using symbol-based text cards to complete.
    - In digital format.
4. Reduce the number of vocabulary words students must work with.

Additional Considerations for Emerging Communicators

1. Provide Chapter 2:
    - With text reader which students activate through adaptive switch(es) as appropriate.
    - Summarized in auditory format which students may or may not control through switch use as appropriate.
    - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

2. To indicate questions students want to ask:
    - Students select from visual or tactile symbols to indicate a question(s) they want to ask.
    - Students stop text reader or auditory recording to indicate the parts of the text they want to question. Students use the symbols or text recording in the small group work.

3. Provide the Context Clues Place Mats:
    - Adapted with tactile cues such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
    - With each graphic area supplemented with a different textural/color background.
    - With reduced number of graphics on each *Place Mat* (e.g., place clues on one page of the *Place Mat* and definitions on another page, require only one clue and/or one definition).
    - Students use visual or tactile symbols to complete the *Place Mats*.

4. Provide choices for students to answer questions that complete the graphic organizer.
    - Depending upon students' abilities to make appropriate choices, the choices may be obviously discrepant in correctness (one correct vs. obviously incorrect) and number or choices provided (one correct and one incorrect vs. one correct and three incorrect).
    - With reduced number of vocabulary words students must work with.

b. Establish Goals/Objectives for the Lesson –

- **Students will use context clues to define unfamiliar words in a literature passage.**
- **Students will generate questions during reading in order to predict possible outcomes of the conflict within the text's plot.**
- **Students will make generalizations about the main character.**
- **Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.**

Multiple means of *representation* –*First Impressions aren't Everything graphic organizer, audio version of text assists auditory learners.*

Multiple means of *expression* – *Question generation, verbal communication in small group, finished* Context Clues Place Mat.

Multiple means of *engagement* – *Students use their prior understanding of context clues to understand new words, verbal, visual, bodily-kinesthetic, small group.*
Lesson 3 - Body

Direct Instruction and/or Facilitation of the Lesson –

1. This portion of the lesson builds on students' prior understanding of Tom Sawyer's character as it is developed by Mark Twain. The text used in this lesson is from Chapter 2 of *The Adventures of Tom Sawyer*. Students have already read Chapter 32 of this book. It is worth noting that the two texts used in this unit (Lessons 1 and 3) are being used in reverse order in which they appear in the original novel. (This should not be a cause for concern because the two lessons are focusing on different skills, and the two texts are being used for different purposes.)

2. The *First Impressions aren't Everything* graphic organizer's end goal is for students to 1) be able to describe one specific setting using textual evidences/examples, 2) be able to describe an initial understanding of the main character as portrayed by the author, 3) develop a systematic process for analyzing the role of minor characters in revealing the main character's character traits, and 4) make inferences about the main character. The graphic organizer is influenced by several assumptions:

3. *The "growth" or development of a character in a text actually refers to how the author chooses to reveal the character over the course of the text. Oftentimes the terms/concepts of growth and development for literary characters are confused with the notion that the character somehow improves over the course of the text.*

4. *Literary texts are often organized in a sequential structure.*

5. *The primary purpose of a minor character in a story is to allow for the audience to better understand the main character's character traits.*

6. *An author includes every detail (including a minor character) in a story for a specific purpose: nothing is "left to chance" or "done by accident."*

7. Students will form small groups for the purpose of discussing the two questions developed during the reading of the text. Students will offer potential answers to the questions as a warm-up activity. (It may be helpful to put students back into the original groups used in the previous lessons.)

8. Upon completing a brief and relatively informal discussion of the text based on student-generated questions, students will be given the *First Impressions aren't Everything*. Inform students that using only the first two pages of Chapter 2, they must describe the setting in their own words. The first box on the graphic organizer in the left hand corner is to be completed by the small group. Remind

students that before a description can be supplied in the first box, a consensus must be reached which encourages evaluative and higher order thinking skills for the individual. After they have finished the first box on the graphic organizer, ask each individual student to identify one piece of textual evidence from the beginning of the chapter. It is in this space that students are tasked with identifying the setting as described by Mark Twain. It may also be of value to reinforce the definition of setting as being both *time* and *place*.

9. After students have completed the setting component of the graphic organizer, ask the following questions in order for students to connect prior knowledge of setting(s) from Lesson 1 to the current reading . Student responses are in plain text.

10. *Why did Mark Twain decide to use more or less the same setting throughout the chapter?* Answers will vary, but could potentially include: The setting changed a little because Tom started painting in the morning and by the end of the afternoon the fence was finished; or The setting didn't change very much but there were a lot of minor characters and that is what changed; or The setting stayed the same because all of the events in the chapter happened at the fence. All of the characters had to be at the fence in order for Tom to talk them into painting for him.

11. *In Chapter 32, Twain used multiple settings. There was the village of St. Petersburg at night, the cave, the river bank, and Judge Thatcher's house during the day. In Chapter 2 the setting changes very little. What happens on Saturday on the sidewalk in front of the fence?* Tom paints the fence but doesn't want to. He sees Jim and tries to get Jim to paint the fence for him. Jim probably would have but Aunt Polly spanked him with her shoe. Tom paints some more until a kid he doesn't like comes by to make fun of him working. Tom ends up talking the kid, Ben Rogers, into both painting the fence and giving Tom his apple. Then more kids come by and Tom gets a lot of stuff from the children. He makes them all pay to paint the fence. By the afternoon on Saturday, the fence is painted and Tom has a lot of stuff.

Note: The last answer is a summary of events that took place in this one setting.

12. As a small group, students must look back at the first page of the text and record their initial impressions of Tom's character. In order to facilitate this, inform students that authors reveal character traits through the character's *actions*, *words*, and *thoughts* being revealed to the audience. There are multiple ways that students may record their answers. (Included in the exemplar are three modes: Description, quoting explicitly from the text, and making inferences.)

13. The bottom half of the graphic organizer is the chronologic sequence of both the minor characters Twain chooses to use to reveal certain aspects of Tom's

character (through character interaction) and the most significant events in the development of the storyline. (For the purposes of this lesson, the focus will be on how Tom is developed over the course of the text, but a separate lesson building on the skills necessary to write summaries could easily be applied.) Have students work in groups to identify the first minor character of the reading (Jim), the most significant event/interaction that takes place between Jim and Tom, and what that event reveals about Tom's character. This three step process, 1) Minor character identification, 2) Evaluating and ranking the most significant event, and 3) Making an inference about Tom's character based on each event is the central focus of this lesson. It is through this process that students are able to analyze how Twain uses minor characters to develop the main character in this chapter. It is important that students work in "columns" on the graphic organizer (dealing with each character as a whole before moving on to the next character). Do not allow them to work in rows. It minimizes the ability to recognize patterns of interaction between the minor characters and Tom Sawyer.

14. Below are some prompting questions to be used throughout the process, with the purpose of increasing critical thinking and higher-order (evaluative) thinking skills: (Note that these questions are similar questions to the ones used in Lesson 1.)

15. *What is the most important event for the character you have identified? Why is it important?*

16. *What other, less important events had to take place between Tom and the minor character you identified in order for the most important event you have chosen to occur?*

17. *Find an example, or evidence, from the reading that proves that the event you have chosen is important.*

18. *How would the story be different if the event did not occur? What would you not know about Tom's character?*

19. *Which minor characters, if they were removed, would change the story the most? Or, which minor characters are most important for the reader to have a better understanding of Tom?*

20. Close the body portion of the lesson with the questioning used to tie in Lesson 1 and the usage of setting by the author (Students' answers should increase in complexity/detail, depth of understanding, and inferences made):

21. Why did Mark Twain decide to use more or less the same setting throughout the chapter? Answers will vary, but could potentially include: The setting changed a little because Tom started painting in the morning and by the end of the afternoon the fence was finished. Also the main way the reader understands that

the time changes is that the text says that one kid came after another to give up their valuables and paint for Tom. It is really subtle though and easy to miss if you aren't paying attention; or The setting didn't change very much but there were a lot of minor characters, like Jim and Ben Rogers. They changed a lot. None of the minor characters stayed in the story for very long, but they were all important to tom's development; or The setting stayed the same because all of the events in the chapter, such as when Jim got spanked with a shoe, or Ben got tricked into giving up his apple and painting the fence, happened at the fence. All of the characters had to be at the fence in order for Tom to talk them into painting for him and the fence, which made Tom depressed at the beginning of the story, made him rich and happy by the end of the chapter.

22. *In Chapter 32, Twain used multiple settings. In Chapter 2 the setting changes very little. What happens on Saturday on the sidewalk in front of the fence?* Like we talked about earlier, Tom paints the fence but doesn't want to. He sees Jim and tries to get Jim to paint the fence for him. Jim probably would have but Aunt Polly spanked him with her shoe. Tom paints some more until a kid he doesn't like comes by to make fun of him working. Tom ends up talking the kid, Ben Rogers, into both painting the fence and giving Tom his apple. Then more kids come by and Tom gets a lot of stuff from the children. He makes them all pay to paint the fence. By the afternoon on Saturday, the fence is painted and Tom has a lot of stuff.

23. Leave students with this generalization: *You just provided me with a summary of the most important events in Chapter 2 of The Adventures of Tom Sawyer. For Chapter 32, you wrote a summary based on the sequence of setting changes. For Chapter 2, the summary would be written based on the sequence of minor character changes; and yet both summaries are a sequence of events put into a chronological order.*

Multiple means of *representation* – *Graphic organizer, modeling.*

Multiple means of *expression* – *Group sharing of ideas, writing answers into graphic organizer.*

Multiple means of *engagement* – *Evaluating minor characters and events for significance, group discussions.*

Additional Considerations for Emerging Readers

1. The *First Impressions aren't Everything* graphic organizer may need to be manipulated:
    - So fewer spaces are on a page if the mode of students' responses need more space. For example, if students are writing answers but the writing

is large, having the fewer spaces on one piece of paper will give students more room to write.
- Color-coding related spaces (e.g., the bottom row of the organizer might have all three boxes about Jim coded with green [outlined, background color, etc.] and all three boxes about Aunt Polly coded with green, etc.)

2. Students complete the *First Impressions aren't Everything* graphic organizer. If students have difficulty coming up with answers for the graphic organizers, provide choices from which they select.

3. After students have identified (verbally, by touch, select from several choices, etc.) information from the text for the organizer, have them depending upon students' needs, strengths, and interests (Students could do this activity while the chapter is being read):
- Write the information on the graphic organizer.
- Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
- Digitally complete the organizer.
- Cut and paste symbol-based text icons for each box.
- Verbally, through eye-gaze, or otherwise indicate the information and someone may scribe for students.
- Work with a reduced number of characters.
- Number the character boxes to facilitate chronological sequencing.

4. During the small group activity filling out the graphic organizer:
- Provide students with relevant information from the text their communication modes so they contribute to the group activity. As students provide information for the organizer, remove information from the choices as they are presented so students do not repeat information. They add information identified by other students to their organizers.

5. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.
6. Provide answer choices to students for any questions that will be asked in class during large group discussion. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those answers need to be available in their modes of communication (on the communication board, in the AAC device, etc.). Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students become more proficient at making choices.

7. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decide that students will be asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

Additional Considerations for Emerging Communicators

1. Manipulate the *First Impressions aren't Everything* graphic organizer:
    - So fewer boxes are on one piece of paper if the mode of students' responses requires more space.
    - By color-coding related spaces (e.g., the bottom row of the organizer might have all three boxes about Jim coded with green [outlined, background color, etc.] and all three boxes about Aunt Polly coded with green, etc.)
    - By providing textured backgrounds to the spaces.
    - By providing extra tactile/visuals cues to the organizer such as outlining the graphics with glue or pipe cleaners/Wikki Stix, etc.
    - By reducing the amount of information and characters students must work with.
    - By numbering the character boxes to facilitate chronological sequencing.

2. Students complete the *First Impressions aren't Everything* graphic organizer. If students have difficulty coming up with answers for the graphic organizers, provide choices from which they select. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the *First Impressions aren't Everything* graphic organizer.

3. During the small group activity filling out the graphic organizer:
    - Provide students with relevant information from the text in their communication modes so they contribute to the group activity. As students provide information for the organizer, remove information from the choices as they are presented so students do not repeat information. They add information identified by other students to their organizer.

4. Pre-plan certain pieces of information for students' large group contributions to assure that:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

5. Provide answer choices to students for any questions that will be asked in class during large group discussion. This may require the addition of some new vocabulary in students' communication systems (verbal or other) and those answers need to be available in their modes of communication (on the communication board, in the AAC device, etc.). Answer choices can vary from one correct answer and one incorrect answer to more incorrect answers (distractors) as students becomes more proficient at making choices.

6. Certain questions and answers might be pre-planned for students. For example, it may be that teacher(s) decide that students will be asked a specific question so some pre-teaching may occur to allow that student to answer correctly. Pre-planning accomplishes three objectives:
    - Students know the answers.
    - Students participate more fully in the large group.
    - Students can be more successfully engaged and positively reinforced.

Lesson 3 - Practice – (55 minutes)

7. On the back of the sheet, have students put the bottom row of events into either a paragraph or a timeline format. The result is a summary of the plot of Chapter 2.

8. Students that choose to write a paragraph summary may need assistance with developing transitions in between the described events to write a fluid, high-quality paragraph.

9. Upon completing the summary in small group, have students share the summaries with the whole group.

Multiple means of *representation* – *Writing a paragraph, constructing a timeline based on minor character sequence*

Multiple means of *expression* – *Writing, discussion*

Multiple means of *engagement* – *discussion, small group collaboration, whole group collaboration, evaluative thinking skills*

Additional Considerations for Emerging Readers

1. Students choose whether to write a paragraph or a timeline.

2. As students review Chapter 2:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a chronological appearance of characters in the text. These examples could be numbered, cut from the text, or otherwise "pulled out" from the text so students sequence these character entrances.

3. Depending upon students' needs, strengths, and interests, students write the summary paragraphs or timelines based upon the bottom row of chronological character entrances on the reverse side of the *First Impressions aren't Everything* graphic organizer by:
    - Using a pencil or other writing instrument. They can copy from a printed copy of the organizer (front side) to avoid flipping the paper back and forth.
    - Digitally write the paragraphs/timelines using plain text or a symbol-based text program.
    - Sequencing (independently, verbally, through eye-gaze, the use of assistive technology, cut and paste, etc.) the character entrances.

4. Students might share their paragraphs or timelines by:
    - Reading it aloud.

- Reading certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was "Tom gets Jim to paint the fence", the partner might read "Tom gets Jim to _____ the fence" and students read the word "paint" at the appropriate time in the sentence.
- Touching each word or symbol as a partner reads.
- Activating an audio recording of the paragraphs/timelines.
- Providing printed copies of the paragraphs/timelines to classmates.

Additional Considerations for Emerging Communicators

1. Students choose whether to write paragraphs or timelines.

2. As students review Chapter 2:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to all examples of a chronological appearance of characters in the text. These examples could be numbered, cut from the text, or otherwise "pulled out" from the text so students sequence these character entrances.

3. Given symbolic representations (symbols, pictures/photographs, concrete objects/realia, textures, etc.) of the character entrances (remember that students may still need some direct instruction to connect some relatively new information about characters to their referents), students write their paragraphs or timelines by:
    - Using assistive technology, eye-gaze, verbalizations/vocalizations to sequence the event descriptions into a "paragraph form" or timeline.
    - Selecting (using their preferred methods of communication) the sequence of events through a series of multiple choice questions or yes/no questions. For example, the partner (peer or adult) might hold up the referents for two characters (one being the first occurring in chronological order and the other a different ordinal position, i.e., not the first) and say, "Which character should come first in the paragraph?"; or the partner might hold up one referent and ask, "Is this the first character in the chapter/paragraph?"

4. Students might share their paragraphs/timelines by:
    - Reading it aloud, repeating short phrases provided auditorily by a partner.
    - Reading certain words or symbols they know while a partner (peer or adult) reads the others. For example, if the first sentence was "Tom gets Jim to paint the fence", the partner might read "Tom gets Jim to _____ the fence" and students read the word "paint" at the appropriate time in the sentence. Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up,

touching, or otherwise indicating which referent indicates the word in the blank.

- Touching each word or symbol as a partner reads.
- Activating an audio recording of the paragraphs/timelines. For students working on cause and effect through the use of assistive technology they might be required to activate the recording to read the paragraphs/timelines or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different character might activate the recordings of the characters individually and in sequence.
- Providing printed copies of the paragraphs/timelines to classmates.

Lesson 3 - Closure

a. Revisit/Review Lesson and Objectives –

- On a separate sheet of paper have individual students fold the piece of paper into thirds long-wise.

(See Appendix for an example)

In the first column on the left, students need to record their First/Initial impressions of Tom Sawyer. This information has already been recorded by the small group on the *First Impressions aren't Everything* graphic organizer. In the far column on the right, students need to record their Final Impressions of Tom Sawyer. In order to accomplish this, students must re-read the last two pages of Chapter 2. After the first impressions and last impressions of Tom are recorded, pose the question, *What causes Tom to change over the course of the text? In the middle column of your paper, record ALL of the reasons that Tom changed over the course of the text. Be as SPECIFIC as you can be. This will only improve your response.*

- Students may return to their small groups and review the answers recorded on the *First Impressions aren't Everything* graphic organizer. The graphic organizer should be treated as a reference sheet for the both the far left hand column and the middle column. (The events and minor characters associated with the events are the reasons for the change in Tom's behavior and physical wealth.) Even though students have returned to small group to share the information for the left hand column, the far right column and the middle column is to be completed as an individual.

Multiple means of *representation* – *Venn Diagram, Individual grouping, small, grouping*

Multiple means of *expression* – *written form, visual diagram*

Multiple means of *engagement* – *small group, individual*

Additional Considerations for Emerging Readers

1. Depending upon student's motor abilities:
    - Allow them to fold the paper independently.
    - Mark the paper with lines where the folds should be.
    - Provide a template to fold the paper over.
    - Pre-fold or –score the paper.
    - Physically assist students.
    - Number the sections of the paper in the sequence they are to be completed (e.g., left column – 1, right column – 2, middle column – 3).

2. Review the *First Impressions aren't Everything* graphic organizer and allow them to copy the first impressions of Tom Sawyer in the left hand column by:

- Writing the information on the graphic organizer.
- Additionally, depending upon the objective of students' writing (independence, participation, fine motor development, etc.), students may write independently (using inventive spelling, cursive vs. print, etc.), copy from a model, trace, or use other means.
- Digitally completing the organizer.
- Cutting and pasting symbol-based text icons.
- Verbally, through eye-gaze, or otherwise indicating the information and someone may scribe for students.

3. Re-read the last 2 pages of Chapter 2, providing all the accommodations necessary:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to Tom Sawyer's traits and possible reasons for any change. Additionally, this information could be written on sticky notes (supplemented with icons as necessary), cut from the text, or otherwise "pulled out" from the text and have students use these to complete the right hand column and then the middle column of the organizer.
    - Provide choices from which students select as necessary.

4. During the small group sharing activity, students share their work by:
    - Reading it aloud.
    - Reading certain words or symbols they know while a partner (peer or adult) reads the others.
    - Touching each word or symbol as a partner reads.
    - Activating an audio recording of the work.
    - Providing printed copies of the work to classmates.

Additional Considerations for Emerging Communicators

1. Depending upon student's motor abilities:
    - Allow them to fold the paper independently.
    - Mark the paper with lines where the folds should be.
    - Provide a template to fold the paper over.
    - Pre-fold or –score the paper.
    - Physically assist students.
    - Number the sections of the paper in the sequence they are to be completed (left column – 1, right column – 2, middle column – 3).
    - Add texture and/or color to the columns.

2. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) combined with visual or tactile symbols to complete the left hand column of the graphic organizer.
3. Re-read the last 2 pages of Chapter 2, providing all the accommodations necessary:
    - Have or assist them in highlighting, underlining, or otherwise calling attention to Tom Sawyer's traits and possible reasons for any change. Additionally, these important points could be written on sticky notes (supplemented with icons as necessary), cut from the text, represented by objects, recorded into a voice output device, or otherwise "pulled out" from the text so students read, state (using assistive technology), or show those points (using their preferred modes of communication) to complete the right hand column and then the middle column of the organizer.
    - Provide choices from which students select as necessary.

4. During the small group sharing activity, students share their work by:
    - Reading it aloud, repeating short phrases provided auditorily by a partner.
    - Reading certain words or symbols they know while a partner (peer or adult) reads the others. Students who use symbols, pictures/photographs, concrete objects/realia, textures, etc. might read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
    - Touching each word or symbol as a partner reads.
    - Activating an audio recording of the work. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read the work or fill in the blank. (See second sub-bullet above.) Students who use a sequenced assistive technology device where each switch has a different sentence might activate the recordings of each column individually and in sequence.
    - Providing printed copies of the work to classmates.

Exit Assessment –

- Students complete the following activity individually:

  By the end of Chapter 2, the reader learned that Tom was very cunning and able to trick his friends into doing the work he was supposed to do. Mark Twain summarized the lesson that Tom had learned by tricking his friends this way: "He had discovered a great law of human action…that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain."

- *What did Mark Twain mean by that statement? In other words, what did Tom Sawyer learn over the course of the text?*

Multiple means of *representation* – Context Clues Place Mat *for the terms Covet and Attain, further discussion in small group of Tom's behavior and final impressions of Tom*

Multiple means of *expression* – *written response*

Additional Considerations for Emerging Readers

1. Provide several possible answers to the assessment questions and several plausible but not correct answers for students to choose from. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make sense of the statement; this is why the incorrect choices provided must be plausible.
    - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.

Additional Considerations for Emerging Communicators

1. Provide several possible answers to the assessment questions and several plausible but not correct answers for students to choose from. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make sense of the statement; this is why the incorrect choices provided must be plausible.
    - Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the question.

Lesson 3 - Resources

www.gutenberg.org

"Adventures of Tom Sawyer" by Mark Twain

Audio Version of "Tom Sawyer" available

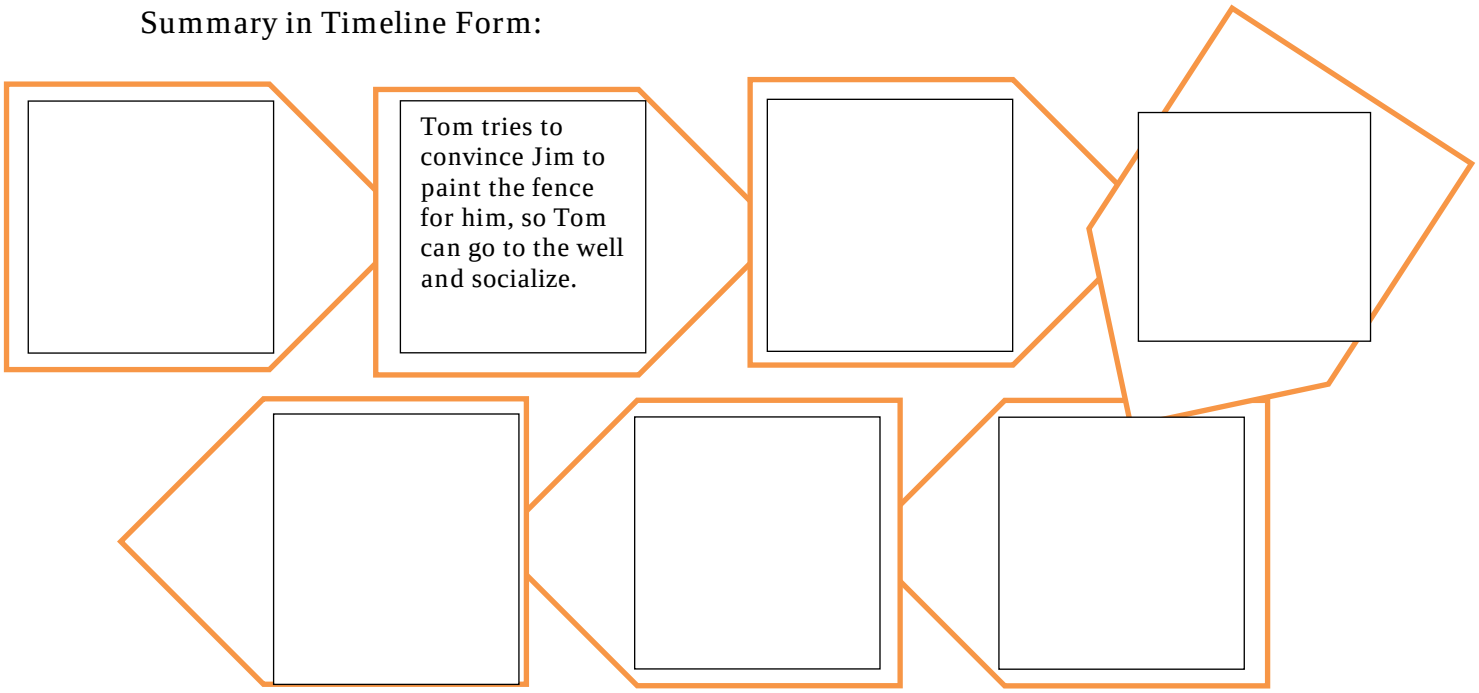
First Impressions aren't Everything Graphic Organizer

Lesson 3 - Appendix

Insert *First Impressions aren't Everything* Graphic Organizer

Insert Context Clues Place Mat graphic Organizer

Summary in Timeline Form:



Summary in Paragraph Form:

In the beginning of the chapter, it is a very nice summer day but Tom has to paint a fence. Tom does not want to paint the fence and sits down on a tree stump discouraged. Tom tries to convince Jim to paint the fence for him, so Tom can go to the well and socialize. Aunt Polly surprises the boys when she spanks Jim with her shoe because he wasn't going to fetch water like he was supposed to do. After Jim leaves, Tom tricks Ben Rogers into painting the fence for him and giving him an apple. After Ben got tired and left, Billy Fisher gave Tom a working kite in order to be able to also paint the

fence. Next, Johnny Miller paid Tom a dead rat on a string in order to be able to paint the fence. At the end of the chapter, the fence is painted. Tom is satisfied and very rich with all of the toys and junk that the boys of the village paid him to paint the fence.

Venn Diagram Comparison of First Impressions and Final Impressions of Tom Sawyer:

- Tom is sad and lonely.
- Tom is low in spirit.
- He is very discouraged when he looks at everything that he has to get done on such a nice summer day.
- Tom felt that life "seemed hollow; and existence but a burden."
- Tom doesn't want to paint.
- The work he has to do really depresses him.

Reasons for Change:

- Tom realizes he can trick Ben Rodgers and get both an apple and some of the fence painted without a lot work.
- Tom also tricks Billy Fisher into painting the fence and giving him a working kite on a string.
- Johnny Miller gives Tom a dead rat on a string in order to be able to also paint the fence.
- Soon Tom has a pile of stuff that the boys of the village give him so they can also paint the fence.
- The fence is painted and Tom is rich and this makes him really happy.

ELA UNIT
LESSON #4: Culminating Activity

Objectives:

- Students will use changing settings to create an organizational structure within the text.
- Students will use the interactions of the main character and the minor characters as a structure for summarizing a text.
- Students will summarize the text.
- Students will predict the behavior of Tom Sawyer.
- Students will analyze how the author uses the interactions between characters to reveal the character traits of the main character to the audience.
- Students will develop a clearer understanding of Mark Twain's view of the Mississippi River.
- Students will develop an understanding of the information provided in historical illustrations and images.

Essential Question(s):

1. How does an author use setting as an organizational structure within a story?

2. How does an author develop a character?

3. How does an author order the events in a story to communicate with an audience?

Vocabulary:

Review vocabulary from previous lessons

Materials:

Articles:

"Waiting For The 'Robt. E Lee'" Article from *Sports Illustrated*, 1962

http://sportsillustrated.cnn.com/vault/article/magazine/MAG1073461/index.htm

"The Great Steamboat Race of 1870 (From New Orleans to St. Louis)"

http://jayssouth.com/mississippi/boat/

Photos:

"The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870"

http://www.loc.gov/pictures/resource/cph.3b50397/

"The Grand Saloon of the Palace Steamer Drew"

http://www.loc.gov/pictures/resource/pga.00743/

"Captain, pilot and wheelman posed on deck of Brahmaputra river steamer"

http://www.loc.gov/pictures/resource/wtc.4a02668/

The Adventures of Tom Sawyer_Chapter32 PowerPoint is located in the support samples for each lesson. It may be used to review the plot, vocabulary and standards addressed in the lesson.

Lesson 4 - Introduction

a. **Activate Previous Knowledge** –
The goal of this culminating activity (Lesson 4) is to reinforce the previous lessons of this unit, understanding how an author uses settings and events to establish a chronological structure to a text, summarizing a text, analyzing historical images, understanding the geographic importance of the Mississippi River to Mark Twain's writing, understanding how Mark Twain uses minor characters to develop an audience's understanding of a main character, and using prediction to better understand the meaning of the text. In order to achieve this goal, students will have to take on the role of an author, to be completed within small group, in order to create a story of historical fiction that uses the primary setting of a famous Mississippi River steamboat race in 1870, where the main character, Tom Sawyer, first transfers coal to the *Robert E. Lee* steamboat, and later joins the captain of the ship, John Cannon, in crossing the finish line in St. Louis.

1. Students first create a biographical sketch of Tom Sawyer based on Chapters 2 and 32 from "The Adventures of Tom Sawyer," as well as the graphic novel version of the texts. In small group, students begin constructing a physical description of Tom. This portion of the activity should be treated as part of the prewriting process, meaning that incomplete sentences and bulleted statements are encouraged for the sake of time. The focus should not necessarily be the product that students create; instead, the purpose of generating a physical description is to orient students toward the process of being an author. Prompting questions are below. Potential student responses are in plain text.
    - *What does Tom look like? What do we know about Tom's physical appearance?* Tom is a boy, maybe 10 or 11 years old. He wears overalls and has blond hair in the graphic novel version. He is tall enough to paint the fence in Chapter 2 of *Tom Sawyer*.
    - *We know from Chapter 32 that he could barely fit his head and shoulders through the small hole at the end of the cave. What does that say about his body size?* He is younger so he is probably smaller.

2. After a physical description (even a limited one) has been created by the small group, students identify all of the character traits that Tom demonstrated in the readings. There are four categories of information that these characteristics can be organized: 1) What Tom says, 2) What Tom does, 3) What other characters say about Tom, and 4) What the

narrator reveals about Tom's thoughts. Students generate their lists of character traits one category at a time.

See Appendix.

When the physical description and the character trait lists have been completed, students have a relatively comprehensive biographical sketch of the main character for the story they will be creating. Note again that the focus of this portion of the lesson is on the process of developing a biographical sketch. Therefore, it is not necessary for students to use complete sentences.

3. The teacher supplies students with two articles about the steamboat race to read and discuss in small group. "Waiting For The 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article, in order for students to understand the context in which the story they create will take place. As students read the two articles, inform each group that Tom's character does not enter the story until just south of Vicksburg, on the riverboat *Frank Pargaud* which supplies coal to the *Robert E. Lee* and allows the *Lee* to continue the race without having to stop to refuel. It is important for students to note this important detail. It is the task of students to create a story that has Tom working to load coal from the deck of the *Pargaud* into the boiler room of the *Lee*. As the two boats disengage, Tom stows away on the *Lee*, gets caught by the crew and taken to the captain. The subsequent activities outline that process in detail, but it is important for both the teacher and students to be aware that the purpose of reading the two articles is to provide the context and setting for a story that they will be writing about Tom Sawyer.

Definitions:

Biographical Sketch: a description of both the physical and emotional characteristics of a character which allows an author to create a more developed character for the audience.

Multiple means of *representation* – *verbal communication in small group, generating a biographical sketch on paper*

Multiple means of *expression* – *written form, verbal communication, could act out certain components of Tom's character*

Multiple means of *engagement* – *small group collaboration, individual reading, small group composing of a biographical sketch*

If the student has had little to no experience with the concepts of character traits, main character and minor characters, it might be helpful to provide instruction using the Lesson 3 Concept Reinforcement Activity (CRA) prior to teaching the Introduction to Lesson 3.

Additional Considerations for Emerging Readers

1. Provide Chapter 2, 32, and the graphic novel:
    - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.

2. For the small group work of constructing a physical description of Tom:
    - Provide choices for students to choose from. (The number and range of discrepancy can vary depending upon the skills of students in making appropriate choices, e.g., blonde hair vs., brown, black, or red; blonde vs. green.)
    - Ask guiding questions such as, "Is a boy who is 10 years old probably big or little?"
    - Refer students back to the text as necessary, highlighting words that help them provide descriptive characteristics.
    - Pre-plan certain characteristics for them to provide.
    - Allow them to participate in the small group discussion using preferred mode of communication (verbalization, communication board, assistive technology, AAC, writing, drawing, etc.).

3. For the small group work of constructing a character trait description of Tom, follow the same procedure as for constructing the physical description.

4. Provide "Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article:
    - In symbol-based text format and use symbols of unfamiliar words on the sticky notes.
    - In a summarized format (in symbol-based text format or not).
    - Through the use of a text reader.

Additional Considerations Emerging Communicators

1. Provide Chapters 2, 32, and the graphic novel:
    - With text reader which students could activate through adaptive switch(es) as appropriate.
    - Summarized in auditory format which students may or may not control through switch use as appropriate.
    - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

2. For the small group work of constructing a physical description of Tom:
    - Provide choices for students to choose from. (The number and range of discrepancy can vary depending upon the skills of students in making appropriate choices, e.g. blonde hair vs., brown, black, or red; blonde vs. green.)
    - Ask guiding questions such as, "Is a boy who is 10 years old probably big or little?" or if student have a yes/no response, the question could be "Is a 10 year old boy big? Is a 10 year old boy little?"
    - Refer students back to the text as necessary, highlighting words, symbols, concrete objects/realia, textures, etc. that help them provide descriptive characteristics.
    - Pre-plan certain characteristics for them to provide.
    - Allow them to participate in the small group discussion using preferred mode of communication (verbalization, communication board, assistive technology, AAC, writing, drawing, objects, etc.)

3. For the small group work of constructing a character trait description of Tom, follow the same procedure as for constructing the physical description.

4. Provide "Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* (1962), and "The Great Steamboat Race of 1870 (From New Orleans to St. Louis)," a web page article:
    - With text reader which students activate through adaptive switch(es) as appropriate.
    - Summarized in auditory format which students may or may not control through switch use as appropriate.
    - With main ideas, characters, settings, events, etc. (in summarized and/or auditory format or not) supplemented with visual or tactile cues and/or other referents (photographs, symbols, concrete objects/realia or other tactile systems such as the Standard Tactile Symbol List available from the Texas School for the Blind www.tsbvi.edu/tactile-symbols. Some referents may need to be pre-taught (Rowland, 2012). Use of the same referents (or the system) during this and other novels will reduce the need for pre-teaching.

b. **Establish Goals/Objectives for the Lesson** –

- Develop a more intentional and comprehensive understanding of Tom's character.
- Evaluate articles and historical images for the purpose of constructing an in-depth setting for a story.
- Evaluate the writing process from an author's perspective.
- Develop a clearer understanding of author's purpose through simulation and story creation.

Multiple means of *representation* – *image interpretation, reading of text*

Multiple means of *expression* - *verbal communication in small group, prewriting bulleted statements*

Multiple means of *engagement* – *images in digital format, hard copy of images, small group*

Lesson 4 - Body

Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. Provide students with a copy (or access to the webpage version) of the "The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870" http://www.loc.gov/pictures/resource/cph.3b50397/ . The two boats side by side should be in front of students, whether on a projector (preferred), on a monitor, or as a hard copy in-hand while discussing the two readings from the introductory activity.

2. The discussion of the two readings should be focused on the setting of a steamboat during a race on the Mississippi River. Prompting questions for discussion. Potential student responses are in plain text.
    - *How would you describe the setting of this picture?* It is night time and the two steamboats are racing each other on a big river. *Are there any other details, that if you were a writer, you would include in your description of the setting?* Maybe I would describe the smoke stacks and the big sign for the "Robert E. Lee". *What else do you see in the picture? Are there any objects you notice?* The boats have rails and a lot of space for passengers. The moon is out. There are trees on the river bank.
    - *What types of events would take place in this type of setting?* The crews would be steering the boat. The captain would give orders to the crew. The crews would be shoveling coal into the boiler. The crews from each boat would yell at each other. One boat would try to get ahead of the other.
    - *Why would this setting or the events that take place in this setting be exciting for a boy like Tom?* Tom likes mischief and to get into trouble, so he would probably like yelling at the other boat's crew. He would also be excited by the race. He would probably really want to meet the captain of the ships. (If students do not answer with wanting to meet the captains, prompt them: *Do you think Tom would want to meet the captain of the Robert E. Lee? What about his character would be excited to meet the captain?* He is very curious. He may want to trick the captain. He is

mischievous. He probably wants to steer the boat too. Or maybe he wants to trick the Captain into giving him his captain's hat.

- *What types of activities would Tom be doing while on the "Robert E. Lee"?* He could be steering the ship or talking to the crew. Maybe he is shoveling coal in the boiler room. He could be yelling at the other boat's crew.
- *In both articles, the "Lee" joined with a coal supply boat so there would not be any stopping during the race. This is where the story that your group will create begins. I want you to work with your group, and develop two events where Tom is shoveling coal from the "Pargaud" to the "Lee". Once you have created two events, I want you to discuss how Tom will stow away and hide on the "Lee." (If students are having a hard time getting started with their two events, tell them that one event needs to be Tom shoveling coal onto the "Lee", and another event could be Tom going into the hot boiler room on the "Lee". These events have been modeled in the appendix section of this lesson.)*

3. After students have had a discussion of some potential events in small group, students need to choose the two events that they feel will be the easiest to write about.

4. Students will then generate a detailed description of each event following this format/process: 1) Establish a clear setting, providing as many sensory details as possible, 2) Identify what characters are involved in this event, is there any dialogue between the characters? What do they talk about? 3) What does the event reveal about Tom?

5. Students need to also follow this same process for Tom's stowing away on the *Robert E. Lee.* Once these three events have been completed, students should have three events developed into a "rough draft" form with setting, characters, and what is revealed about Tom's character generated within the small groups.

See exemplars in Appendix.

6. Students will then be given the image of "The Grand Saloon of the Palace Steamer Drew" http://www.loc.gov/pictures/resource/pga.00743/ with which they will be given the task of using this image as the setting for the next event in the story line, of Tom being found by the crew of the "Lee".

(Note that the teacher is providing the basic outline of events in a general sense, but students are able to make decisions on the specific manifestations of the setting, Tom, the minor characters, etc.) Remind students that based on the two articles they have read, the "Lee" had very few people on it because the captain did not want to stop during the race. Have the group follow the three step process used in the previous events: describe the setting in detail, decide how minor characters are used/what types of conversations the minor characters will have with Tom, and what the event reveals about Tom's character. At any point during the development of the story (the series of events they have created) it may be beneficial to ask students if the Tom they have created is similar to the Tom that Twain created. This will focus the groups back to the previously covered material.

7. The next event in the storyline being created by students will be set on the captain's deck of the ship. Have students refer back to the image of the two racing steamboats. Supplied in the appendix of this lesson is an image that has the captain's deck circled in yellow. Ask students the following prompting questions. Potential student responses are in plain text.
    - *Why would the captain's deck of the steamship be at the top and front of the ship?* You could see the rest of the boat easily. You could also see the river or if there are any rocks in the river.
    - *What would the captain and crew be able to see from that vantage point?* They could see the other boat's captain and the river ahead of them.

   Also supply students with the image of "Captain, pilot and wheelman posed on deck of Brahmaputra river steamer" http://www.loc.gov/pictures/resource/wtc.4a02668/ in order for them to have a clearer understanding of the final setting for the story that students are creating. After students have clearly described the setting of the captain's deck, the character interaction and dialogue needs to be between Tom and Captain Cannon. The dialogue needs to follow this linear progression: Captain Cannon is upset that Tom has stowed away, Tom explains that he wants to be able to tell his friends, Huck and Jim, that he crossed the finish line with the "Lee", the captain allows Tom to stay on the captain's deck so Tom can truly see the victory, and Tom expresses his thanks to the captain after the "Lee" wins the race. Students may at any point in time refer back to the articles and pictures from this lesson as reference material for the stories they are creating.

Multiple means of *representation* – *visual images, pre-writing exercises, verbal discussion, small group interaction*

Multiple means of *expression* – *written form, verbal communication, drawing setting, selecting images for setting*

Multiple means of *engagement* – *visual learners, linguistic learners, interpersonal and intrapersonal learners, selecting a soundtrack would engage musical learners*

Additional Considerations for Emerging Readers

1. Provide student with a copy (or access to the webpage version) of the "The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870" http://www.loc.gov/pictures/resource/cph.3b50397/

2. As students read (with accommodations) the two texts mentioned previously ("Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* [1962], and "The Great Steamboat Race of 1870 [From New Orleans to St. Louis]"):
    - Provide a way to highlight or annotate settings, events, and activities:
        - Use three different colors of highlighters.
        - Place an icon or initial card (S/E/A) on appropriate parts of the text.
        - Cut out words/symbols from the text and sort them into those categories.

3. During the class discussion:
    - Students use the information from the highlighted/annotated text to answer the questions.
    - Students use their preferred modes of communication to respond to the questions (verbalization, communication board, assistive technology, AAC, writing, etc.).

4. During the small group discussion and writing process:
    - Students use the information from the highlighted/annotated text to participate in the discussion.

- Students use their preferred mode of communication to participate in the discussion (verbalization, communication board, assistive technology, AAC, writing, etc.).
- Students use a three column T-chart which might be:
  - Adapted with symbols for the column titles (setting, characters & dialogue, Tom).
  - Enlarged if necessary so students write or draw their responses.
  - Provided digitally so students complete it in that manner.
  - Reduced in terms of the number of events written about (there should still be enough events to "make sense": a beginning, middle, and end.
- Besides writing or drawing, students could cut and paste text examples, icons, or other symbolic responses.

5. When the other images ("The Grand Saloon of the Palace Steamer Drew" http://www.loc.gov/pictures/resource/pga.00743/ and "Captain, pilot and wheelman posed on deck of Brahmaputra river steamer" http://www.loc.gov/pictures/resource/wtc.4a02668/) are presented and used in the writing activity, allow students to annotate (with markers, cut & paste symbols or icons, sticky notes, writing, etc.) directly on the images any information that might be used in the writing activity.

Additional Considerations for Emerging Communicators

1. Provide student with a copy (or access to the webpage version) of the "The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870" http://www.loc.gov/pictures/resource/cph.3b50397/:
   - Provide tactile qualities to the picture (cotton for the smoke, a turning wheel for the paddlewheel, clear plastic wrap for the water, etc.).
   - Cut the picture apart (and laminate if necessary) into "puzzle" pieces (the number and size of the pieces can vary according to the skills of students. If students have difficulty assembling the puzzle, you could provide two copies of the picture, one cut apart into pieces and the other whole so students work on matching.

2. As students read (with accommodations) the two texts mentioned previously ("Waiting For the 'Robt. E Lee,'" an article from *Sports Illustrated* [1962], and "The Great Steamboat Race of 1870 [From New Orleans to St. Louis]"):

- Provide a way to highlight or annotate settings, events, and activities (assist students as necessary):
    - Use three different colors of highlighters.
    - Place an icon, initial card (S/E/A), representative texture or object/realia on appropriate parts of the text.
    - Cut out words/symbols from the text or and sort them into settings, events, and activities categories.

3. During the class discussion:
    - Students use the information from the highlighted/annotated text to answer the questions.
    - Students participate in the group discussions using preferred mode of communication (verbalization/vocalization, eye-gaze, touching/pointing, communication board, assistive technology, AAC, objects, etc.).

4. During the small group discussion and writing process:
    - Students use the information from the highlighted/annotated text to participate in the discussion.
    - Allow them to participate in the group discussions using preferred modes of communication (verbalization/vocalization, eye-gaze, touching/pointing, communication board, assistive technology, AAC, objects, etc.).
    - Students use a three column T-chart which might be:
        - Adapted with symbols for the column titles (setting, characters & dialogue, Tom).
        - Supplemented with textures.
        - Enlarged if necessary so students place concrete objects/realia to represent their responses.
        - Provided digitally so student, with assistive technology access, move images into the correct columns.
        - Reduced in terms of the number of events written about. (There should still be enough events to "make sense": a beginning, middle, and end.

5. When the other images ("The Grand Saloon of the Palace Steamer Drew" http://www.loc.gov/pictures/resource/pga.00743/ and "Captain, pilot and wheelman posed on deck of Brahmaputra river steamer" http://www.loc.gov/pictures/resource/wtc.4a02668/) are presented and used in the writing activity:

- Provide tactile qualities to the picture.
- Cut the picture apart (and laminate if necessary) into "puzzle" pieces (the number and size of the pieces can vary according to the skills of student. If students have difficulty assembling the puzzle, you could provide two copies of the picture, one cut apart into pieces and the other whole so students work on matching.

Lesson 4 - Practice

1. Students gather the pre-writing work and place the work into a chronological sequence, placing the settings, events, and character interactions into a sequence/timeline.

2. Once the sequence of events for the story they have created has been established, students will write a summary of their story. This activity will reinforce the previous lessons on summarizing, combining the two methods of either using setting or minor characters as the logical organizational structure for the events, therefore students may have a choice on which they prefer separately or may even choose to synthesize the methods, creating a more sophisticated product/summary. (It is not necessary but may be beneficial, to allow students to use the previous lessons' graphic organizers on summarizing, understanding a historical image, and character development to further organize the work created by the groups.)

See Appendix.

Of Note: It will benefit students' quality of work if they constantly are reminded of and refer back to the images within Lesson 4, prior knowledge of Tom, the Mississippi River, Steamboats, the Race itself, and perhaps the graphic organizers. As the teacher is facilitating the small groups' creation of stories, remind them of what they have learned so far.

Multiple means of *representation* – *written form, could be a play very easily*

Multiple means of *expression* – *written summary, written script, visual sequence, setting image creation (with photos?)*

Multiple means of *engagement* – small group discussion

Additional Considerations for Emerging Readers

1. Provide students with text, symbols, images, etc. representing the small group pre-writing work.

2. Have students place the separate pieces of pre-writing into timelines:
    - Provide graphic organizers for the timelines.
    - Number the spaces on the graphic organizers.

3. Depending upon students' abilities and interests, allow students to:
    - Choose which organizational structure (settings or characters or both) to use to compose their paragraphs.
    - Write (pencil and paper) the summary.
    - Use the computer to type the summary (with or without a symbol-based text program).
    - Arrange pre-cut sentences into a summary.
    - Use "connector" words (and, then, next, etc.) or ordinal position words (first, second, last, etc.) to transition from one part of the summary to the next.
    - Dictate the summary (verbalize, read, point to, etc.) for a partner (peer or adult) to scribe.
    - Accompany the written summary with drawings.
    - Arrange symbol text cards representing the chronological sequence of settings and/or characters into a summary.

Additional Considerations for Emerging Communicators

1. Provide students with text, symbols, images, concrete objects/realia, etc. representing the small group pre-writing work.

2. Have students place the separate pieces of pre-writing into timelines:
    - Provide graphic organizers for the timelines.
    - Number the spaces on the graphic organizers.
    - Color code and or texture the graphic organizers.
    - Enlarge the graphic organizers.

3. Depending upon students' abilities and interests, allow students to:
    - Choose (this might be through eye-gaze, the use of AAT, vocalizations, etc.) which organizational structure (settings or characters or both) to use to compose their paragraphs.
    - Use the computer to complete the summary (with or without a symbol-based text program). Sounds could be added to the summary.
    - Arrange pre-cut sentences, icons, or images into a summary.
    - Use "connector" words (and, then, next, etc.) or ordinal position words (first, second, last, etc.) to transition from one part of the summary to the next.
    - Dictate the summary (verbalize, read, point to, etc.) for a partner (peer or adult) to scribe.

- Arrange symbol text cards or concrete objects/realia representing the chronological sequence of settings and/or characters into a summary.

4. Reduce the number of settings and/or characters written about (There should still be enough events to "make sense": a beginning, middle, and end.)

Lesson 4 - Closure

a. **Revisit/Review Lesson and Objectives** –

1. Students within small group will read the summary of events they have created to their group in order to revisit the work completed so far in Lesson 4.

2. After this is completed, begin a discussion using these questions below. Note that these same questions will be asked again at the end of the Closure section of this lesson. Potential student responses are in plain text.

3. ***Everyone visualize/think about a setting you used in your story. How did the setting you described in your story influence the event that took place there?*** I chose the captain's deck. The captain's deck is where Tom almost got in trouble but instead, was able to drive the ship for a while and he crossed the finish line with a good view of the race. He could not have steered the boat or seen the finish line like that without being on the captain's deck. *Or…* In the boiler room, Tom tricked his boss into thinking that he was getting too hot and needed some fresh air. It was really hot and polluted in the boiler room, so his boss didn't question whether or not Tom was lying.

4. ***How did the historical images help you to better understand the setting****?* The images were easy to understand. ***Why?*** When our group started describing the setting we just used the picture and told the reader what we saw.

5. ***How important was the Mississippi River to the story you told?*** The story would not have taken place if it wasn't on the river. The story was set during a river race.

6. ***What did the minor characters reveal about Tom? How was the Tom you created similar to or different from the Tom that Mark Twain created?*** The minor characters showed the reader that Tom was curious and not afraid to fight. They also showed that Tom was young, but when he had to, he could be very convincing. The minor characters show that Tom likes adventures.

7. ***What caused Tom to change the most in your story?*** (Answers will vary but may fall into certain categories such as, "*the minor characters,*" or "*the settings.")*

8. ***Thinking about the entire process of being a writer, what was the most difficult part of writing your story?*** Deciding how characters interact with Tom was the most difficult. *Or*…Coming up with what each character revealed about Tom was pretty tough. *Did that process become easier by the last event on the captain's deck?* Yes.

9. ***What was the most enjoyable part of the process?*** My group liked describing the setting. *Or*…I liked it when Tom got caught stowing away in the ballroom.
   It is important to note that even though the small groups have not yet heard each groups' summary, the same guidelines were provided to all groups; the process was the same. The questions above assess the process of writing the story, therefore the answers provided by students, though varied, will still promote self-reflective and evaluative thinking skills.

10. The summaries created by the various small groups will be shared with the whole class. After each summary, ask students the following questions:

11. ***What did you like most about the summary you just heard?***

12. ***How was the summary you just heard different from your group's summary?***

13. After all summaries have been shared in whole group, inform students that they are now literary writers, much like Mark Twain. They have created a literary piece of historical fiction. Give these questions to each small group to first discuss, and then record their answers on a piece of paper:

14. ***After listening to all of the summaries that the class created, what would you do differently if you could write the story of Tom and the Steamboat Race over again?***

15. ***How important is setting to the development of characters in literature?***

16. ***How does an author cause a main character to change over the course of a text?***

17. When students have recorded their answers on a sheet of paper, inform students that the same questions they just answered in small group will be discussed aloud with the whole group so they compare their understanding to other students' understanding. Potential student responses are in plain text.
18. ***After listening to all of the summaries that the class created, what would you do differently if you could write the story of Tom and the Steamboat Race over again?*** *(*Answers will vary.)

19. ***How important is setting to the development of characters in literature?*** The settings are where every event takes place and the events reveal more and more about the characters. The settings influence the characters in a major way.

20. ***How does an author cause a main character to change over the course of a text?*** The main character, like Tom Sawyer, changes because events in the story are hard or someone like Tom has to do something that the author wants them to do in order for the next event to take place. The setting can also change the character. If Tom wasn't on the coal ship, he could not have gotten onto the *Lee*. Sometimes, minor characters make the main character change. The author uses the minor characters to force the main character to change or grow.

21. When the whole group discussion has ended, give the questions posed at the beginning of the Closure portion of Lesson 4 to the small groups, and have students discuss their answers. (The answers should grow in both sophistication and specificity):

22. ***Everyone visualize/think about a setting you used in your story. How did the setting you described in your story influence the event that took place there?*** The captain's deck is where Tom almost got in trouble but instead, was able to drive the ship for a while and he crossed the finish line with a good view of the race. The setting allows Tom to have the opportunity to steer the boat, see the finish line clearly, and convince Captain Cannon to let him stay on the boat and not be punished. *Or…* In the boiler room, Tom tricked his boss into thinking that he was getting too hot and needed some fresh air. Because the setting was hot and polluted, his boss didn't question whether or not Tom was lying, which gave him the opportunity to stow away.

23. ***How did the historical images help you to better understand the setting?*** The images allowed our group to see what we had to describe. When our group started describing the setting we just used the picture and told the reader what we saw.

24. ***How important was the Mississippi River to the story you told?*** The story would not have taken place if it wasn't on the river. The story was set during a river race on a steamboat.

25. ***What did the minor characters reveal about Tom?*** *How was the Tom you created similar to or different from the Tom that Mark Twain created?* The minor characters showed the reader that Tom was curious and not afraid to fight. They also showed that Tom was young, but when he had to, he could be very convincing. The minor characters show that Tom likes adventure even when it is dangerous. (Answers will vary on the similarities and differences.)

26. ***What caused Tom to change the most in your story?*** (Answers will vary but may fall into certain categories such as, "*the minor characters,*" or "*the settings.")*

27. ***Thinking about the entire process of being a writer, what was the most difficult part of writing your story?*** Deciding how characters interact with Tom was the most difficult. *Or*…Coming up with what each character revealed about Tom was pretty tough. ***Did that process become easier by the last event on the captain's deck?*** Yes.

28. ***What was the most enjoyable part of the process?*** My group liked describing the setting. *Or*…I liked it when Tom got caught stowing away in the ballroom.

Multiple means of *representation* – *small group, individual, whole group, written form*

Multiple means of *expression* – *written form, verbal communication*

Multiple means of *engagement* – *discussion, individual, small group, whole group*

Additional Considerations for Emerging Readers

1. For student to share their work with the small group, they can:
    - Read it aloud.

- Read certain words or symbols they know while a partner (peer or adult) reads the others.
- Touch each word or symbol as a partner reads.
- Activate an audio recording of the work.
- Provide printed copies of the work to classmates.

2. During the small group as the teacher asks questions, provide choices for students to select from in order to answer questions. Since in this activity, accuracy is not an issue because the questions are to guide students in thinking about their work, you should provide several options for students to select from, all of which might be valid. For example, "How did the pictures I gave you help you understand the setting?" (a simplified rewording of *How did the historical images help you to better understand the setting?*) might be answered by "I could see what the captain's deck looked like", "I could see who was with the captain", "I could see on the things in the captain's deck", or "I could see how big the wheel was" so all of these would be the choices students answer with (using their preferred modes of communication).

3. If student are chosen to share the small group's work with the large group, they can:
   - Read it aloud.
   - Read certain words or symbols they know while a partner (peer or adult) reads the others.
   - Touch each word or symbol as a partner reads.
   - Activate an audio recording of the work.
   - Provide printed copies of the work to classmates.

4. To answer any additional questions in either large or small group, ensure that students have the vocabulary accessible and in their preferred modes of communication so, they answer questions appropriately.

Additional Considerations for Emerging Communicators

1. For students to share their work with the small group, they can:
   - Read it aloud, repeating short phrases provided auditorily by a partner.
   - Read certain words or symbols they know while a partner (peer or adult) reads the others.
   - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
   - Touch each word or symbol as a partner reads.

- Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. Students who use an assistive technology device where each switch has a different point might activate each recording in sequence.
- Provide printed copies of the work to classmates.

2. During the small group as the teacher asks questions, provide choices for students to select from in order to answer questions. Since in this activity, accuracy is not an issue because the questions are to guide students in thinking about their work, you should provide several options for students to select from, all of which might be valid. For example, "How did the pictures I gave you help you understand the setting?" (a simplified rewording of *How did the historical images help you to better understand the setting?*) might be answered by "I could see what the captain's deck looked like", "I could see who was with the captain", "I could see on the things in the captain's deck", or "I could see how big the wheel was" so all of these would be the choices students could answer with (using their preferred modes of communication).

3. If students are chosen to share the small group's work with the large group, they can:
   - Read it aloud, repeating short phrases provided auditorily by a partner.
   - Read certain words or symbols they know while a partner (peer or adult) reads the others.
   - Use symbols, pictures/photographs, concrete objects/realia, textures, etc. to read their words by holding-up, touching, or otherwise indicating which referent indicates the word in the blank.
   - Touch each word or symbol as a partner reads.
   - Activate an audio recording of the paragraph. For students working on cause and effect through the use of assistive technology, they might be required to activate the recording to read each individual sentence or fill in the blank. Students who use an assistive technology device where each switch has a different point might activate each recording in sequence.
   - Provide printed copies of the work to classmates.

4. To answer any additional questions in either large or small group, ensure that students have the vocabulary accessible and in their preferred modes of communication so, they answer questions appropriately.

b. **Exit Assessment** –

1. Students will answer the following questions in order for the teacher to assess the understanding of author's purpose gained by students, as well as the role of summarizing in assisting readers' understanding of a text. Correct answers, not student responses, are supplied in plain text.

- ***What is the purpose of a setting in a story?***
  A setting in a story is used by the author to establish both the time and place in which the story takes place. Oftentimes, especially in literary texts, the series of settings used by the author provide the chronological sequence and organizational structure for the story. All of the events and development of the characters takes place in a setting.
- ***How do minor characters help an author reveal a main character's character traits?***
  The minor characters in a literary text are often less developed than the main character. An author uses the interaction between the less developed characters to highlight or reveal certain aspects of the main character's behavior or motives within the context of the story line. As the number of minor characters increases, so does the frequency of interaction with the main character through either dialogue or actions, having the cumulative effect of revealing more and more about the main character's character traits. Since an author does nothing by accident, the usage of minor characters allows the author to intentionally influence the reader's understanding of the main character
- ***How does summarizing help a reader better understand a text?***
  Summarizing allows the reader the opportunity to articulate the most significant and meaningful events in the development of the storyline. The process of summarizing incorporates both evaluative and creative thinking skills. Students must consider the settings, characters, and events in such a way that they are able to create a sequence of important events that form a framework for better understanding the text as a whole.

Multiple means of *representation* – *written form*

Multiple means of *expression* – *written form*

Multiple means of *engagement* – *written form*

Additional Considerations for Emerging Readers

1. Provide several possible answers and several plausible but not correct answers for students to choose from when answering the Exit Assessment questions. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible.

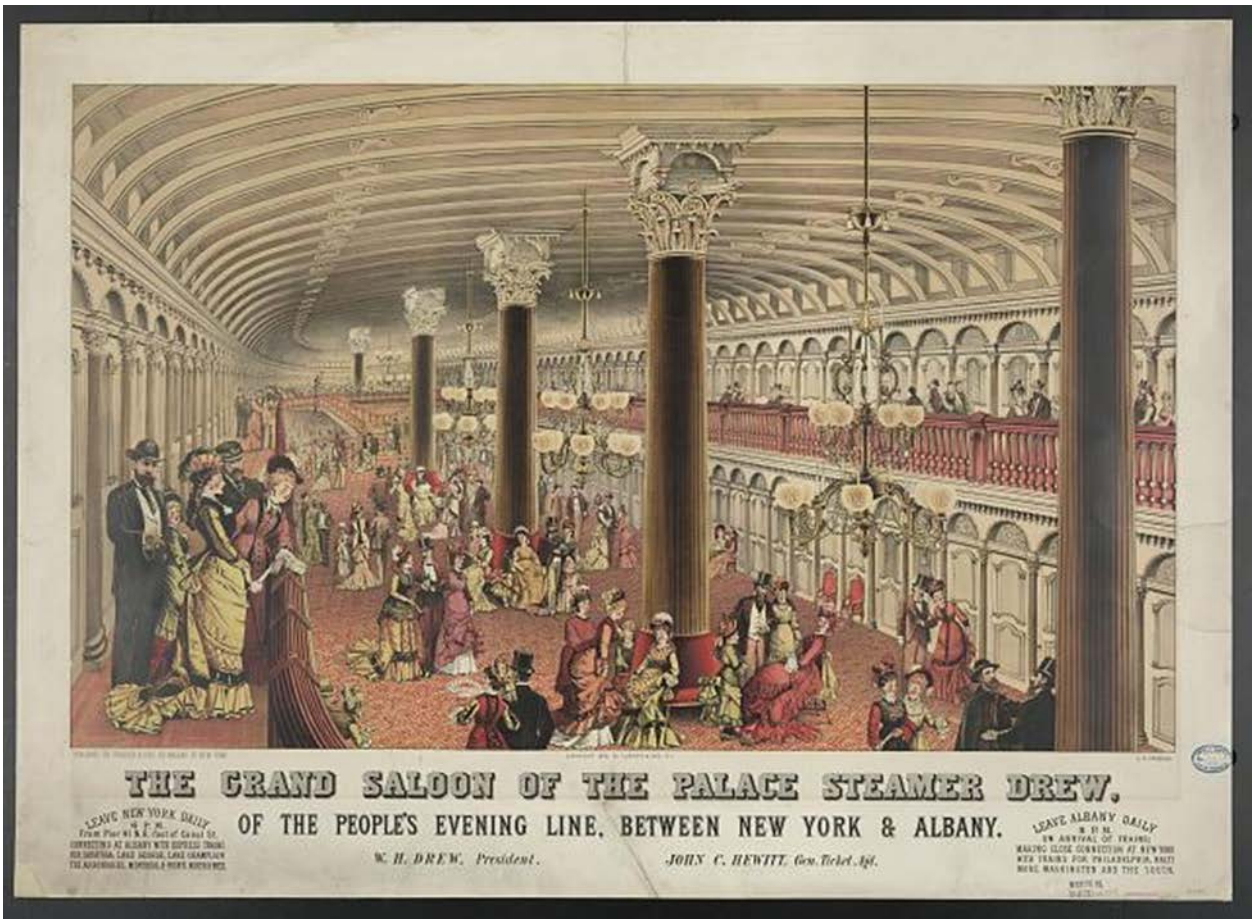
2. Students use their established communication systems (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.

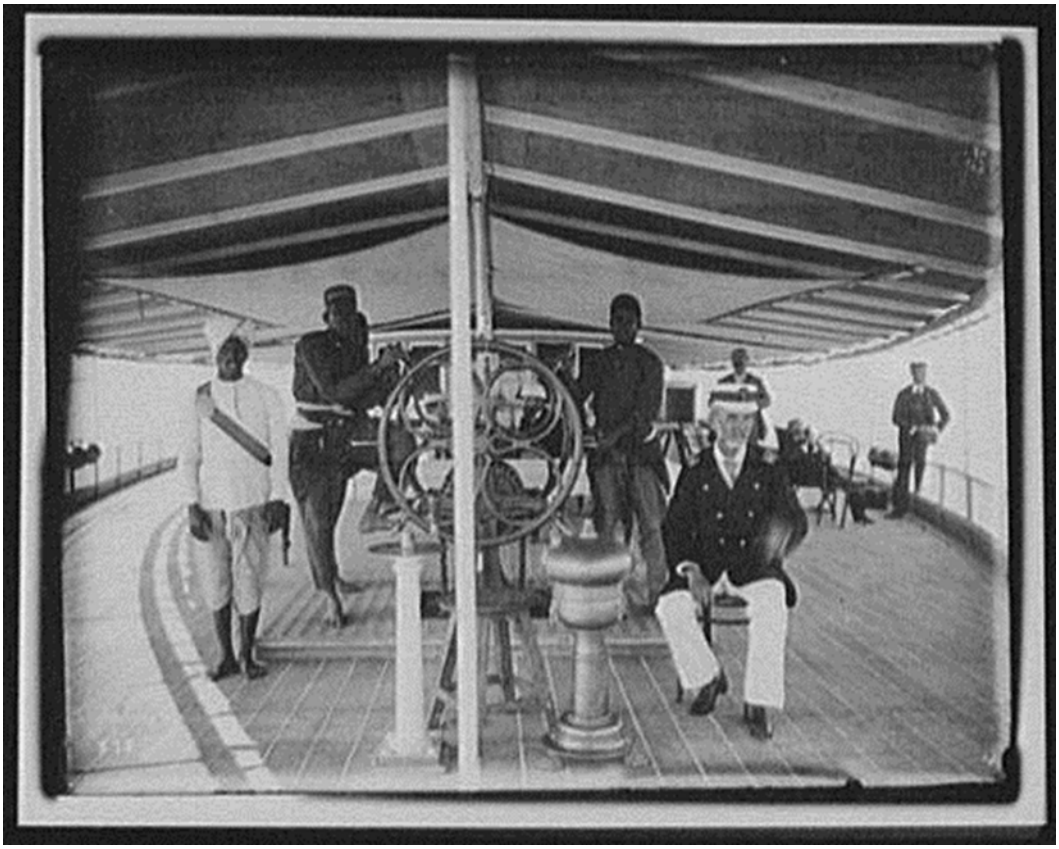
Additional Considerations for Emerging Readers and Emerging Communicators

1. Provide one possible answer and at least one plausible (more if students have more abilities to discriminate) but not correct answer for students to choose from when answering the Exit Assessment questions. Because this is an assessment activity (as opposed to any of the previous instructional activities, it is important to provide choices that require students to demonstrate their abilities to make logical predictions; this is why the incorrect choices provided must be plausible.

2. Students use their established communication system (technologically-based, eye gaze, touch, verbalization/vocalizations, etc.) to answer the questions.

ROBT E LEE
THE GREAT MISSISSIPPI STEAMBOAT RACE
FROM NEW ORLEANS TO ST. LOUIS, JULY 1870.
Between the R.E. Lee, Capt. John W. Cannon, and Natchez, Capt. Leathers.
Won by the R.E. Lee arriving at St. Louis July 4th at 11 20 A.M.
TIME 3 DAYS 18 HOURS AND 14 MINUTES.


THE GRAND SALOON OF THE PALACE STEAMER DREW.
OF THE PEOPLE'S EVENING LINE, BETWEEN NEW YORK & ALBANY.
W. H. DREW, President.
JOHN C. HEWITT, Gen. Ticket Agt.



Lesson 4 – Appendix

Tom's Biographical Sketch:

What Tom says:

- He lies to Ben.
- "It is not such a hollow world, after all."
- Tom explains how they escaped the cave.
- Tom wouldn't mind going to the cave.

What Tom does:

- He tries to convince Jim to trade him jobs.
- He works harder at painting when Aunt Polly spanks Jim.
- He comes up with a good idea for tricking Ben.
- He tricks Billy and Johnny.
- He explores a possible route out of the cave.
- He convinces Becky to follow him out of the cave.
- Tom is shocked to find out that Injun Joe is locked in the cave.

What other characters say about Tom:

- Jim tells Tom that he won't switch jobs because he is afraid of Aunt Polly.
- Ben pleads with Tom to let him try to paint the fence.
- Becky doesn't believe Tom.
- The men on the Mississippi River skiff don't believe his story.

What the narrator reveals about Tom's thoughts:

- There is no gladness in Tom and he is discouraged.
- Life is hollow.
- He doesn't want the kids to make fun of him.
- He has a "magnificent inspiration".
- Tom had learned a valuable lesson, that work is what you have to do, and play is what you don't have to do.

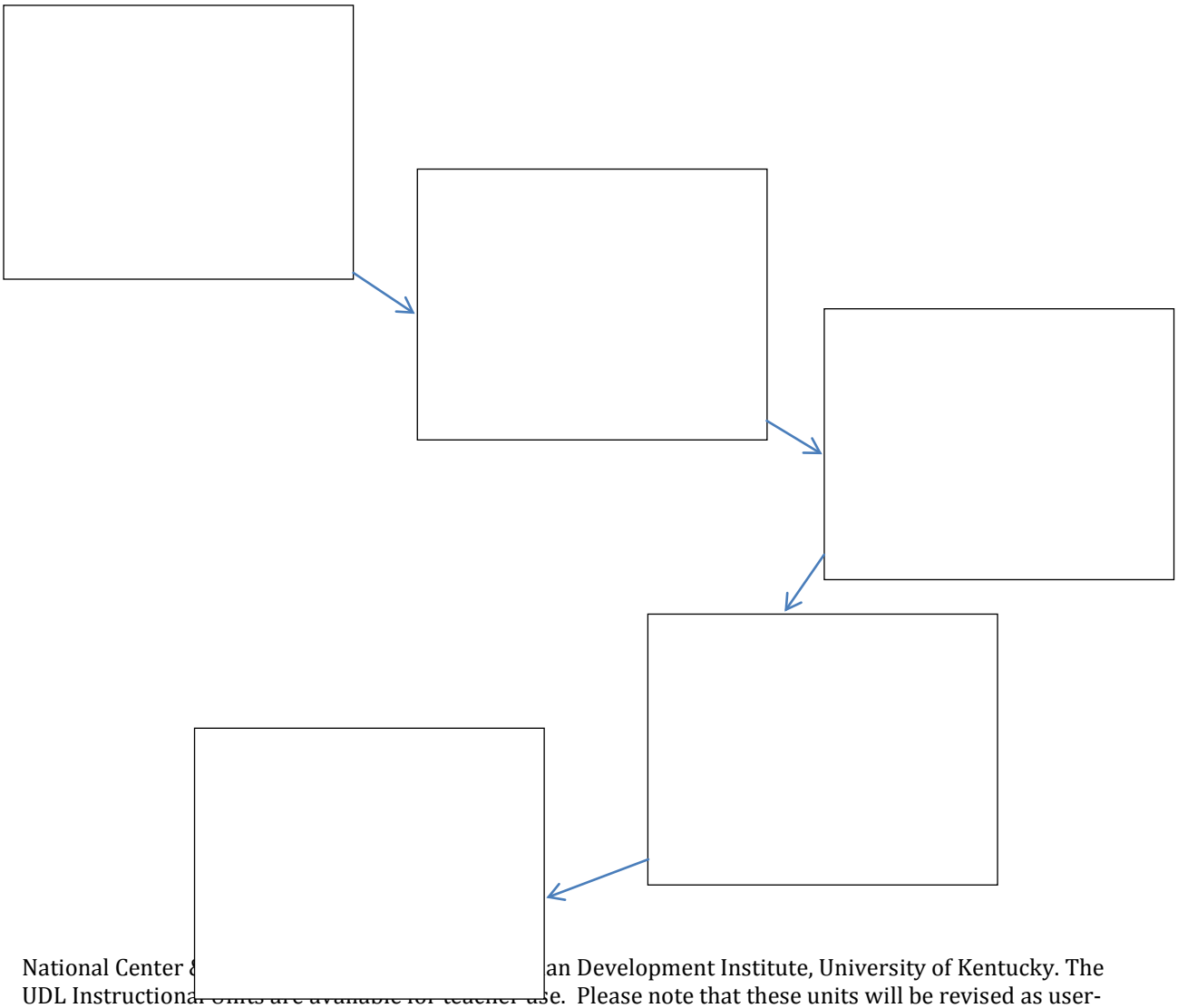
Prewriting for Event Development: sequence of events for the story they have created has been established, students will write a summary of their story.

Setting	**Characters & Dialogue**	**Reveal about Tom**

the

Timeline of Events:

The settings and character interactions above can be placed into a timeline very easily by cutting out the boxes with scissors and organizing them into a sequence. Below is a sequence of the events implied by the boxes above:



Summary of the Events:

For the story my group created, Tom and Samuel, his boss on the refueling ship, argue over which boat will win the race in July of 1870 while shoveling coal from the deck of the *Pargaud* to the boiler room of the *Robert E. Lee.* As they finish shoveling coal, Tom tricks Samuel into believing that he is going to leave the hot boiler room to get air back on the deck of the *Pargaud*, but Tom stows away on the *Lee* instead. Tom wanders around the Grand Ballroom of the *Lee*, imagining that he is a wealthy gentleman until Harvey, a crew member on the *Lee* finds Tom wandering around the ship and handles him roughly, threatening to throw him overboard. Harvey takes Tom to the captain's deck where Tom explains why he stowed away to Captain Cannon, who, after hearing Tom's explanation, allows Tom to see the end of the race from the captain's deck of the *Lee.*

Lesson 4 – Resources

Materials:

Articles:

"Waiting For The 'Robt. E Lee'" Article from *Sports Illustrated*, 1962

http://sportsillustrated.cnn.com/vault/article/magazine/MAG1073461/index.htm

"The Great Steamboat Race of 1870 (From New Orleans to St. Louis)"

http://jayssouth.com/mississippi/boat/

Photos:

"The Great Mississippi River Steamboat Race: From New Orleans to St. Louis, July 1870"

http://www.loc.gov/pictures/resource/cph.3b50397/

"The Grand Saloon of the Palace Steamer Drew"

http://www.loc.gov/pictures/resource/pga.00743/

"Captain, pilot and wheelman posed on deck of Brahmaputra river steamer"

http://www.loc.gov/pictures/resource/wtc.4a02668/

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Elementary Informational Text

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

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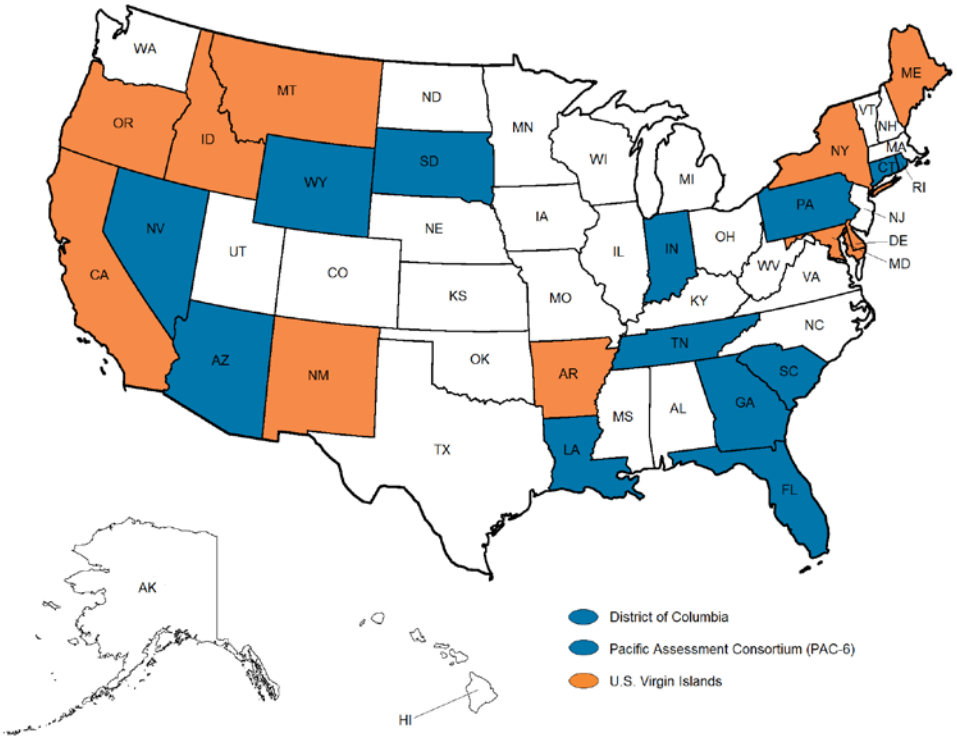

*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Elementary Informational Text

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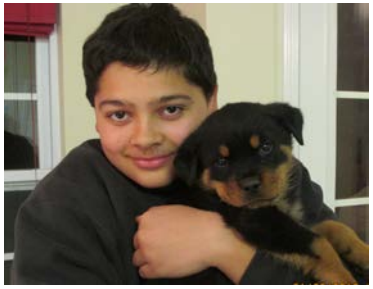
LASSIS: Language Arts Sample Systematic Instruction Script

Theme: Pets

Grade Band: Elementary (Grades 3-5)

Focus: Using Informational Text



Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
TEXT FEATURES	3.RI.h1 Identify the purpose of a variety of text features. 3.RI.5	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identify the text feature (e.g., charts, illustrations, maps, titles). THEN Locate information in a variety of text features.	1. Locate information on a website using text features.
	3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. 3.RI.7	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Identify an illustration in text. THEN Recall information from a text feature (e.g. map, photograph, graph).	2. Answer “wh” questions using illustrations (from a website and/or text).

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
COMPRE-HENSION	3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.2, 3.SL.2	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.	3. Identify the main idea of informational text from read aloud, internet, or video clip.
	3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.2	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text. THEN Identify a supporting detail of the topic in a text.	4. Identify the topic and supporting details.
	4.RI.i3 Determine the main idea of an informational text. 4.RI.2	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Identify the topic of a text.	Same as above
	5.RI.c4 Determine the main idea, and identify key details to support the main idea. 5.RI.2	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Identify the topic of text. THEN Identify a key detail of the topic in a text.	Same as above
	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.8	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Identify main/key ideas/points in a text. THEN Identify examples/ evidence an author uses to support points.	5. Identify topic and supporting details that the author uses.

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
	4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. 4. RI.7	4. RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Identify basic text features (e.g., charts, graphs, diagrams, time lines, maps). THEN Locate information with a text feature.	6. Pose and answer a question using a website or hard copy text.
	4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.7	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information within a simplified chart, map or graph. THEN Explain the purpose of a given chart, map or graph. THEN Describe the purpose of a specified aspect within a chart, map or graph.	7. Explain what a chart or illustration tells you that is not in the text.
TEXT STRUCT-URE	5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 5.RI.5	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Identify a similarity between two pieces of information from a text. THEN Identify a difference between two pieces of information from a text. THEN Identify elements of text structure (e.g., chronology, comparison, cause/effect, and problem/solution).	8. Compare 2 texts for sequence or cause/effect, or problem/solution.

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

Materials Needed: Print the adapted articles, graphs, and graphic organizers provided. Print, cut, and laminate (if desired) response boards and response options found at the end of this lesson. We recommend that every student be given a copy of the articles, graphs, and graphic organizers. Note that the articles are written in Level 3 text (no picture icons; the Lexile level of the adapted text is about half the grade level text). See notes on "Build Towards Grade Level Competence" for moving students towards grade level text (Level 4). Teachers may modify the articles by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We have also provided some Level 2 text examples in the "Build Towards Independent Reading" section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., "Taking care of pets is hard work.") For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., small animals for pets, a dog toy for play).

BUILD ESSENTIAL UNDERSTANDING (See teacher materials for adapted texts, graphs, response boards, and response options.)

INTRODUCE TEXT (attention getter activity) Show pictures of pets and/or objects commonly used in caring for pets (e.g., pet food, water bowl, pet toy). Ask students if they have a pet. Make a list of students' pets on the board. Point out the most popular and unusual pets. Show students the first article for the lesson (i.e., *Taking Care of Your Pet*). **We are going to read some articles about pets. We will also visit a website on the internet about pets. Before we get started, let's read the important vocabulary words from our articles.**

INTRODUCE VOCABULARY Objective: Identify and define key words related to the story.
READER OPTION: Student reads each sight word and matches it to the picture.
LISTENER OPTION: Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., small figure for veterinarian, plate for scraps, heart for love).
Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).

Step	Teacher shows (or reads) each word	Student Response
1.	depend (to need help)	Reads/selects "depend." Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) to give students an opportunity to anticipate the correct

		response.)
2.	obedience (follows the rules)	Reads/selects “obedience.” Matches to picture.
3.	housebreaking (teaching pets to use the bathroom outside)	Reads/selects “housebreaking.” Matches to picture.
4.	scraps (leftover food)	Reads/selects “scraps.” Matches to picture.
5.	shelter (protection from weather)	Reads/selects “shelter.” Matches to picture.
6.	veterinarian (an animal doctor)	Reads/selects “veterinarian.” Matches to picture.
7.	vaccination (medicine that protects people and animals from disease)	Reads/selects “vaccination.” Matches to picture.
8.	thrive (grow)	Reads/selects “thrive.” Matches to picture.
9.	affection (love)	Reads/selects “affection.” Matches to picture.
10.	gentle (soft)	Reads/selects “gentle.” Matches to picture.
3rd, 4th, 5th Objective: Identify the topic and supporting details that the author uses in an informational text. Use Article 1- *Taking Care of Your Pet* and Topic Graphic Organizer.		
Step	**Teacher Says/Does**	**Student Response**
11.	Give students a copy of the article *Taking Care of Your Pet.* **Find the title of the article.** (Note: teachers may choose to skip this step in future lessons.)	Points to *Taking Care of Your Pet*. (Teacher reads title. If student needs help, use LIP). **REMEMBER TO PRAISE EACH CORRECT RESPONSE!**
12.	**We are going to read this article together. I want you to listen for a line in the article about taking care of pets. When I read “Taking care of pets is hard work”, I want you to help me read “<u>hard work</u>.”** (Hold up a sentence strip with the words “Taking care of pets is <u>hard work</u>.” Point to the words as you read them, but wait for student to read the underlined words. **Let’s practice. “Taking care of pets is <u>hard work</u>.”** Read the article.	Reads “hard work” (e.g., student may use voice output device to say “hard work” or speak the words to help read it).

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION (The articles, graphs, response options, and response boards are found at the end of this lesson.)

READ ADAPTED TEXT: Read Article #1 - *Taking Care of Your Pet* aloud. Some students may be able to read this passage aloud for you.		
READER OPTION: Use the sight words as the response options. *LISTENER OPTION:* Use the pictures as the response options.		
Step	**Teacher Says/Does**	**Student Response**
13.	After reading the article, *Taking Care of Your Pet*, give each student a copy of the Topic Graphic Organizer. **The topic is what the article is about. We are going to use the Topic Graphic Organizer to help us.** Point to the Topic Graphic Organizer. **Here are four possible topics.** (Read each of the four possible topics.) **- chocolate** **- fish** **- pets** **- dogs** **What is the topic of this article?** Assist students as needed to affix the response option "pets" or write the word "pets" in the center box of the graphic organizer under "topic."	Selects "pets" or points the word "pets" in the title. If student does not select/point to "pets," use LIP and point to word in article. Affixes the response option for "pets" or writes the word "pets" in the center of the graphic organizer.
14.	**We can also use a topic graphic organizer to help us find the main idea of the article. Sometimes the structure of the article or how it's presented on the page can give us a clue. Let's look at this article. It has five headings.** Point to the headings on the page. **Each heading describes something about the topic, "pets." Let's add these to our graphic organizer. What is the first heading?**	Selects "food" or points to the heading in article. If student does not select/point to "food," use LIP and point to word in article. Affixes "food" to graphic organizer.
15.	**What is the second heading?**	Selects "water" or points to the heading in article. If student does not select/point to "water," use LIP and point to word in article. Affixes "water" to graphic organizer.

16.	**What is the third heading?**	Selects “shelter” or points to the heading in article. If student does not select/point to “shelter,” use LIP and point to word in article. Affixes “shelter” to graphic organizer.
17.	**What is the fourth heading?**	Selects “health care” or points to the heading in article. If student does not select/point to “health care,” use LIP and point to word in article. Affixes “health care” to graphic organizer.
18.	**What is the fifth heading?**	Selects “love and affection” or points to the heading in article. If student does not select/point to “love and affection,” use LIP and point to word in article. Affixes “love and affection” to graphic organizer.
19.	Point to the graphic organizer. **Our topic is “pets” and we have five heading clues about “pets.”** Review facts with students, pointing to the graphic organizer. **With this information, we can identify the main idea. The main idea is an important idea in a text. What is the main idea of this article?** **- chocolate is bad for you** **- dogs make the best pets** **- taking care of pets** **- all pets should be outside** Assist students in affixing or writing the main idea on the graphic organizer. **Now the graphic organizer is complete.**	Selects “taking care of pets” from four options. Note: If students need more help, review the facts on the graphic organizer and ask, “Is this about [say each of the response option]…” Affixes “taking care of pets” to the bottom of the graphic organizer.
20.	**Authors have a purpose for writing. The purpose can be to <u>entertain</u> (just for fun)…**point to response option for “entertain,” **<u>persuade</u> (convince us)…** point to response option for “persuade,” **or <u>inform</u> (give us facts)…**point to response option for “inform.” **Why do you think the author wrote this article?**	Selects “inform” from three response options. If students need more help, point out that the article is telling you facts about taking care of pets. It does not entertain you or try to persuade you about an issue. Option: show examples of each kind of article and point out the similarities and differences to this article.

3rd, 4th, 5th Objective: Locate information on a website using text features; pose and answer "wh" questions using an illustration from a website and/or text. Use Graph #1 – *10 Most Popular Pets in America*. Note: You will need a computer with internet connection.

Step	Teacher Says/Does	Student Response
21.	**Many people have pets. I want to know which pet is the most popular. I can use the internet to find out. To conduct a search, I will type in key words that the computer will use to find information for me. What key words might I use to find out which pet most people have?**	Selects "most", "popular", "pets" from response options. Students may verbally generate other answers. Use LIP if student does not provide the correct response. Note: Accept all responses that are logical. Encourage students to look at the text for words to include in the search.
22.	**I did a search before class and found this graph of the 10 most popular pets in America.** Give students a copy of Graph #1 – *10 Most Popular Pets in America*. **Look at the graph. There are 10 pets on the graph. Who can name one?** Lead students in naming the pets in the graph. **The most popular pet is the largest picture in the graph. What is the most popular pet?**	Communicates "dog". Students may point to the picture of the dog in the graph or say it aloud. Use LIP if student does not provide the correct response.
23.	**What pet is the least popular?**	Communicates "gerbil". Students may point to the picture of the gerbil in the graph or say it aloud. Use LIP if student does not provide the correct response.
24.	**You can find lots of information on the internet. I wonder if another site will have the same information as this graph. Let's watch a You Tube video of the Top 10 Pets and see if they list dogs as the most popular pet.** Assist students in copying and pasting the URL into their browser: http://www.youtube.com/watch?v=0yOZVu00tvU Note: If internet access in not available, use an alternative source of information (e.g., book from the library, newspaper article). **What was the most popular pet in the video?**	Communicates "dog" either verbally or by pointing to the response option on the response board. Use LIP if student does not provide the correct response.

25.	**Was the most popular pet in the video and the graph the same?** (Note: the popularity of other animals is different in the two, but the most popular pet (i.e., dog) is the same.)	Communicates "yes" either verbally or by pointing to the response option on the response board. Use LIP if student does not provide the correct response.

4th Objective: Explain what a chart or illustration tells you that are not in the text. Use Article #2 – *Most Popular Pet in America*.

Step	Teacher Says/Does	Student Response
26.	Give students Article #2 – *Most Popular Pet in America*. **We're going to read this article next. It has a graph. Graphs and other illustrations often tell us information that may highlight what is in the text or include what is not in the text. Listen as I read a short passage about the most popular pets in America.** Read Article #2 – *Most Popular Pet in America*. **Now, let's look at a table. The title of the graph is "Top 10 Most Popular Puppy Names." One column lists popular girl names.** Point to the girl column. **The other column lists popular boy names.** Point to the boy column. **The article tells us that dogs are the most popular pet. What does the table tell us that is not in the article?** Option: After students answer, ask students who can read, to read the most popular boy puppy name (Max) and girl puppy name (Bella) from the table.	Selects "popular puppy names" from four choices. If student does not select/point to "popular puppy names," use LIP and point to word in article.

5th Objective: Compare 2 texts for sequence, or cause/effect, or problem/solution. Use Article #3 – *Better the Second Time Around* and Article #4 – *Fun Pet Facts*.

Step	Teacher Says/Does	Student Response
27.	Give students Article #3 – *Better the Second Time Around*. **Text structure is the way the text is organized or put together. Text structure can also help us understand text. For example, sometimes the text will state a problem and then offer a solution. This structure is called problem/solution. The next article we are going to read has a**	Communicates "great!"

	problem/solution text structure. The title of this article is *Better the Second Time Around*. Point to title. **I need you to help me read the article. When I read "Older pets are <u>great</u>!" I want you to help me read "great!"** Hold up a sentence strip with the words "Older pets are <u>great</u>!" Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "Older pets are …<u>great</u>!"**	
28.	**As I read the article, listen for the topic of the article.** Read the article aloud. **Remember, the topic is what the article is about. What is the topic of this article?** (If needed, reread the first 2 sentences in the 1st paragraph.)	Selects "choosing a new pet" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP as described in the Instructional Resource Guide (Reminder: 1st prompt- reread 2-3 sentences with answer in them; 2nd prompt- reread sentence with answer; 3rd prompt- reread answer and point to answer in text; 4th prompt- guide student to point to answer).
29.	**What was the problem stated in the article?** (If needed, reread the first paragraph.)	Selects "young pets are a lot of work" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP as described in Instructional Resource Guide.
30.	**The author offers a solution. What is the solution?** (If needed, reread the first paragraph.)	Selects "get an adult pet instead" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP as described in Instructional Resource Guide.
31.	**What kind of text structure did this article have?** Pause to give students an opportunity to respond. **That's right. The article states a problem, and then offers a solution.**	Selects "problem/solution" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP.
32.	**Remember, the purpose can be to entertain (fun); inform (facts), or persuade (convince). What do you think the author's purpose was for writing the article?** Hint: If students need more help, review with them the problem and the solution offered by the author. The author wants people who are thinking of getting a new pet to consider an adult pet and describes the	Selects "persuade" from the response options or says the words verbally or with their AAC. If students need more help, see hint.

	advantages of adult pets.	
33.	**Now, let's look at a different article.** Give each student a copy of Article #4 - *Fun Pet Facts*. **The title of this article is "Fun Pet Facts".** Point to the title. **I need your help to read. I'm going to read the number of the fact and you say "<u>fun fact.</u>" Let's practice. The first…** pause for students to read **"<u>fun fact.</u>" The second…** pause for students to read **"<u>fun fact.</u>"** Hold up a sentence strip with the words "The [first] <u>fun fact</u>"… Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "The first <u>fun fact</u>"…** **Good. I think you've got it.** Read Article #4 – *Fun Pet Facts.*	Reads "fun fact."
34.	**This article uses a numbered list to provide some fun facts about pets. This article uses a sequence text structure.** Point to the numbers in the article that are used to make the list. **Sequencing or numbering is another way text can be organized.** **Let's compare the text structure of this article with the article, *Better the Second Time Around*. Are the structures the same?** **You're right. The articles are not the same. One article used problem/solution and the other used a numbered list or a sequence to provide fun facts about pets.**	Communicates "no." If more help is needed, ask if the *Fun Pet Facts* article had a problem and a solution.
We are finished reading about pets. Thank you for reading the articles with me today and for learning about pets.		

ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSON (See teaching materials for graphic organizers.)

Visit a veterinarian

Here's some great informational texts to read aloud:

- *I Want to Be a Veterinarian* (Stephanie Maze)
- *Veterinarian* (William David Thomas)
- "Good Pet, Bad Pet" (Ranger Rick, June, 2002; Elizabeth Schleichert, editor)
- *National Geographic Encyclopedia of Animals* (Karen McGhee and George McKay)
- *Adopting Pets* (Bill Gutman)
- *Puppy Training for Kids* (Sarah Whitehead)
- *Are You the Pet For Me?* (Mary Jane Cheechi)

NOTE TO TEACHER: Repeat the lesson using articles found in popular age-appropriate children's magazines.

Find informational articles to use in future lessons in the following magazines for kids:

- *National Geographic Kids* http://kids.nationalgeographic.com/kids/
- *Your Big Backyard*
- *Sports Illustrated Kids* http://www.sikids.com/
- *Ranger Rick Magazine* http://www.nwf.org/kids.aspx
- *Kids Discover* http://www.kidsdiscover.com/

When selecting articles:

1. Select an age-appropriate informational text
2. Summarize the text (e.g., 300-550L)
3. Identify important key vocabulary
4. Include graphs, tables, charts, etc.
5. Include a variety of text structures (e.g., sequence/process; events/enumeration/description; compare-contrast)
6. Include articles with a variety of purposes (i.e., inform, persuade, entertain)
7. Develop response options for receptive responding
8. Have fun!

BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text)

Internet Website	To build toward grade-level reading, have students access the PBS *It's My Life* website (see link on right). On the website, students can read articles about friends, family, school, body, emotions, and money. Most of the articles adapted for this lesson were found under Family. Students can also play games, watch videos, get advice, and blog on the IML blog.	http://www.pbs.org/itsmylife/index.htm

BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)

READER OPTION (this step is optional for students who are learning to read independently): **Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning).

Step	Teacher shows each word (do not read it)	Student Response
1.	pet	Reads "pet." Points to pet. (If student needs help on these words, show how sound it out /p/ /e/ /t/.)
2.	puppy	Reads "puppy." Points to puppy.
3.	kitten	Reads "kitten." Points to kitten.
4.	chew	Reads "chew." Points to a picture of chewing.
5.	big	Reads "big." Points to big.

Have the student read the text aloud (or silently) and then answer each comprehension question from: Level 4 Article Comprehension Questions Response Board

Article	Comprehension Questions:
I am getting a new pet. Should I get a puppy or a kitten? A puppy can be a lot of work. A kitten can be a lot of work. Maybe I will get an older pet. An older pet will not chew my slippers. An older pet is as big as they will get. An older pet will love me!	**What is this article about?** (getting a new pet) **Which pet can be a lot of work?** (puppy or kitten) **Will an adult pet get bigger?** (no) **What will an adult pet do?** (love me)

GENERALIZATION ACROSS MATERIALS - Repeat this lesson using a recipe for Snickerpoodles.				
Recipe	**"Wh" Questions**	**Context Clues**	**Topic/Main Idea/ Theme**	**Other Ideas**
Read the recipe for Snickerpoodles dog treats.	**What is this a recipe for?** (dog treats) **How much honey does the recipe call for?** (1 cup) **What do you do with the dough after it is kneaded?** (shape into balls) **How long do the treats bake?** (8-10 minutes) **Why do you think the treats have to cool once you take them out of the oven?** (So the dog doesn't burn its mouth.) Think-aloud: If students need help answering this question, use a think-aloud (e.g., ask what would happen if they ate a hot cookie, and if more help is needed, say what would happen if you ate a hot cookie).	Who can guess what the word "knead" means? Passage: ***Knead*** *dough until well mixed.*	Topic: dog treats	Make a grocery list of the ingredients needed to make the dog treats.
REAL LIFE READING. After completing the lesson, send a copy of the article and a list of comprehension questions with a response board home for homework practice. Bring a copy of a local newspaper to class and have students read the titles and look at the pictures. Incorporate the use of graphs, maps, and charts into daily instruction.				

Adult pets are great!

Taking care of pets is hard work.

The [first, second, etc.] fun fact …

Article #1 - *Taking Care of Your Pet*

Vocabulary: depend, scraps, shelter, veterinarians, vaccination, thrive, affection, gentle

[1] You have a new pet. How exciting! Now the hard work begins. Pets **depend** on you to take care of them. They cannot take care of themselves. Taking care of pets is hard work. Here are some ways to take care of pets.

Taking care of pets is <u>hard work.</u>

Food

[2] Feed your pet once or twice a day. Baby animals may need to be fed more often. Never give your pet table **scraps**. People food (especially chocolate) can make animals sick.

Taking care of pets is <u>hard work.</u>

Water

[3] Pets need lots of fresh clean water to drink. Change their water at least **twice** a day. Clean the tanks of fish and turtles once a week.

Taking care of pets is <u>hard work.</u>

Shelter

[4] Your pet needs a place to call home. Their home may be a tank, cage, or doghouse. Your pet needs **shelter** when they go outside, too. **Shelter** protects them from cold in winter and heat in summer.

Taking care of pets is <u>hard work.</u>

Health care

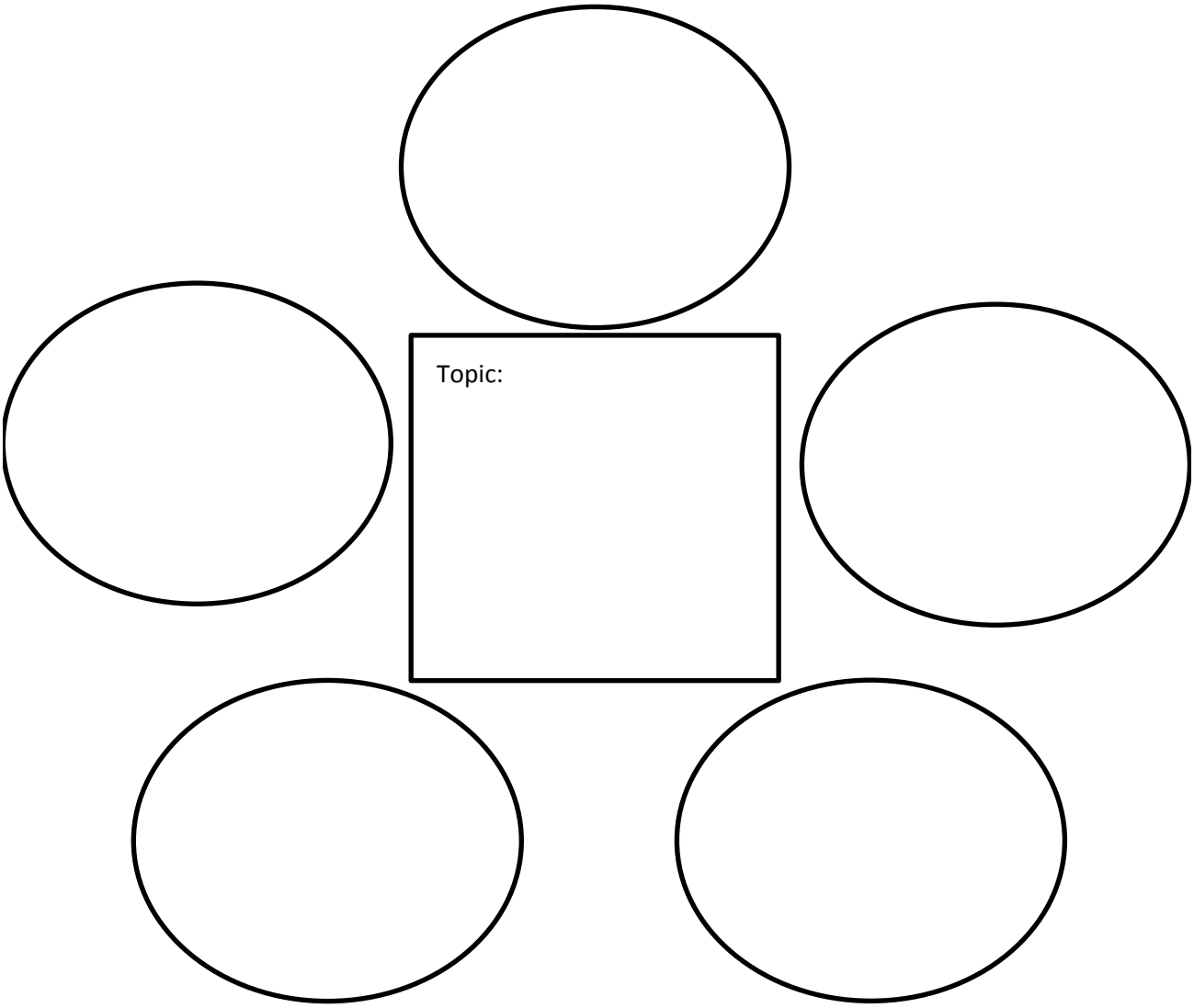
[5] Veterinarians, or animal doctors, will check your pet's general health. Vets can answer questions. They also keep your pet's **vaccinations** up-to-date.

Taking care of pets is <u>hard work.</u>

Love & **affection**

[6] Pets **thrive** on attention! The more love you give, the more you'll get back. Give your pet plenty of hugs, kisses, **gentle** pats, and love. Okay, so you can't pet a fish. But you can talk to it, watch it, and feed it special treats.

Topic Graphic Organizer



Main Idea: _____

*use with steps 13-19

Graph #1 – 10 Most Popular Pets in America

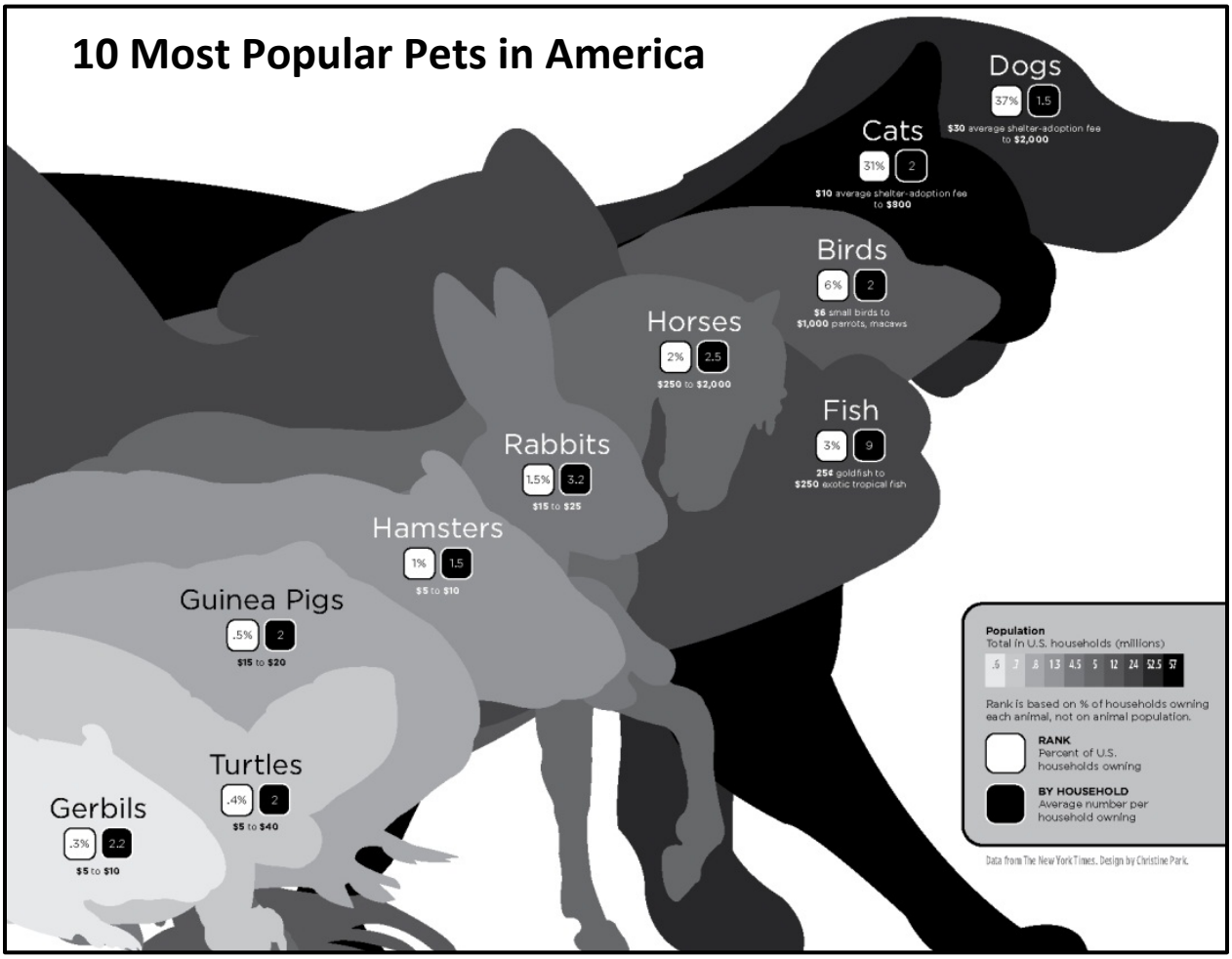


Image obtained from www.infographics.st

Article #2 - *Most Popular Pet in America*

The most popular pet in America is a dog. While there are more cats as pets, many homes have more than one cat. That means there are more households with a dog than there are households with cats--even if the total number of cats outnumbers dogs.

TOP 10 MOST POPULAR PUPPY NAMES

FEMALE	MALE
1. Bella	1. Max
2. Daisy	2. Buddy
3. Lucy	3. Charlie
4. Molly	4. Rocky
5. Lola	5. Cooper
6. Sophie	6. Bear
7. Sadie	7. Bentley
8. Chloe	8. Duke
9. Coco	9. Jack
10. Maggie	10. Toby

Image obtained from www.vetstreet.com

Article #3 - *Better the Second Time Around*

Vocabulary: obedience, housebreaking

[1] Are you thinking about getting a new pet? You may be thinking about getting a cat or a dog. A young puppy or a kitten can be a lot of work. Instead of getting a young pet, why not get an adult animal? There are many advantages to getting an older pet.

Older pets are <u>great!</u>

[2] With older pets, what you see is what you get. Their personalities are developed. They know who they are. This really helps if you want a certain type of animal. A kitten or puppy's personality is still a mystery. You don't know what type of adult they will become.

[3] Older pets have been through the baby stage. This means they will not chew up your slippers or climb the curtains. Plus, you don't have to worry about **housebreaking** a dog. Many grown-up dogs have had **obedience** training.

Older pets are <u>great!</u>

[4] With older pets, you know how big they will get. You also know what they will look like. With puppies, you will not know how big they will get until they are grown. This might be a problem if your small puppy grows into a big dog.

[5] Finally, older pets know they've found a great new home with you. They will be super grateful for it!

Older pets are <u>great!</u>

Article #4 - *Fun Pet Facts*

Are you a pet expert? Here are some fun facts to share:

1. The first fun fact: People with pets live longer.
2. The second fun fact: People with pets have fewer health problems.
3. The third fun fact: Pets make their owners smile more than once a day.
4. The fourth fun fact: Most cat owners talk to their cats.
5. The fifth fun fact: Cats were once "hired" to carry bundles of letters to villages.
6. The sixth fun fact: A cat almost never meows at another cat. Cats only meow to get *our* attention.
7. The seventh fun fact: In 1957, a dog named Laikia became the world's first astronaut.
8. The eighth fun fact: Abraham Lincoln loved cats! His favorite was named Tabby.
9. The ninth fun fact: Cats have better memories than dogs.

Snickerpoodles

½ cup vegetable oil

½ cup shortening

1 cup honey

2 eggs

3 ¾ cups white flour

2 teaspoons baking soda

½ cup cornmeal

2 teaspoons cinnamon

[1] Mix vegetable oil, shortening, and honey with eggs. Beat well. Add flour and baking soda. Knead dough until well mixed.

[2] Shape dough with rounded teaspoons into balls. Mix the cornmeal and cinnamon together in a bowl and roll balls in mixture.

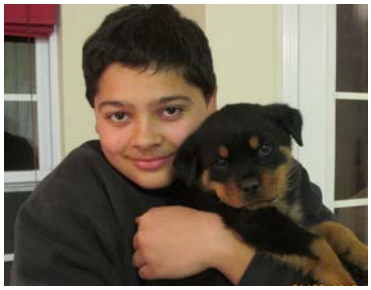
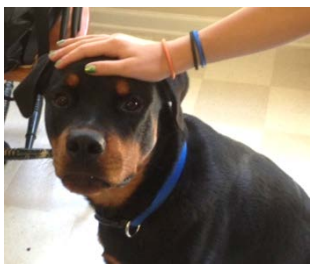
[3] Place 2 inches apart on a greased cookie sheet. Press the balls own with a fork. Bake for 8-10 minutes at 400F. Cool on a rack. Store in an airtight container.

Vocabulary

Identify/Match (steps #1-10 of LASSI)

depend	**obedience**	**housebreaking**
scraps	**shelter**	**veterinarian**
vaccination	**thrive**	**affection**
gentle		

Vocabulary Response Board (steps #1-10 of LASSI)

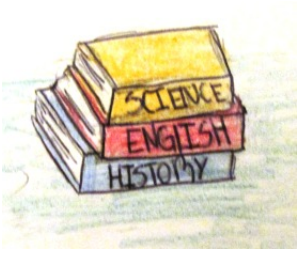
		
		

Article #1: *Taking Care of Pets* Response Boards

Step 13: **What is the topic of this article?**

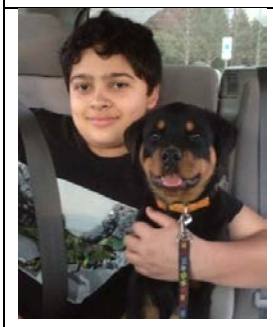
chocolate	**fish**
pets	**dogs**

Graphic Organizer Response Board (use with steps 14-20 & 32)

food	**water**	**shelter**
health care	**love and affection**	**pets**
 **inform (give us facts)**	**persuade (convince us)**	**entertain (just for fun)**

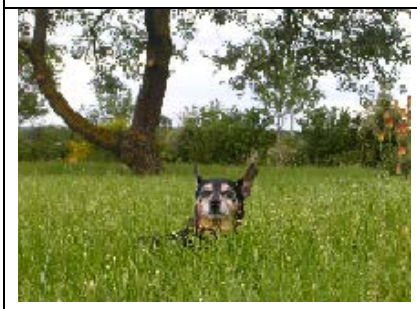
Step 19: **What is the main idea of this article?**

chocolate is bad for you



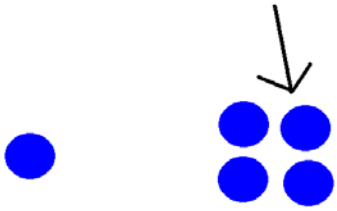
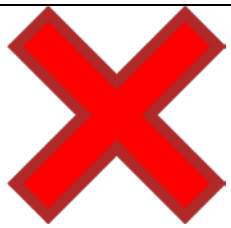
dogs make the best friends

taking care of pets



all pets should be outside

“Wh” Questions Response Board (use with steps 21-25)

 **most**	**popular**	**pets**
dog	**gerbil**	**yes**
 **no**		

Step 26: **What does the table tell us that is not in the article?**

 popular breeds	 **the cost of raising a pet**
 the number of dog walkers	 FEMALE 1. Bella 2. Daisy 3. Lucy 4. Molly 5. Lola 6. Sophie 7. Sadie 8. Chloe 9. Coco 10. Maggie MALE 1. Max 2. Buddy 3. Charlie 4. Rocky 5. Cooper 6. Bear 7. Bentley 8. Duke 9. Jack 10. Toby *Image obtained from www.vetstreet.com* **popular puppy names**

Article #3: *Better the Second Time Around* Response Board

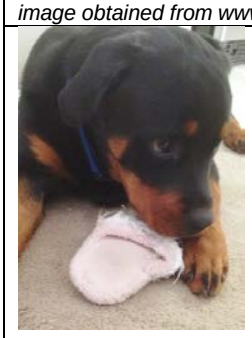
Step 28: **What is the topic of the article?**

 choosing a pet	 **my favorite shoes**
 choosing new curtains	 **babies**

Step 29: **What is the problem stated in the article?**

young pets are a lot of work

image obtained from www.pics4learning.com



dogs chew up slippers

cats climb curtains

pets are expensive

Step 30: **What is the solution?**

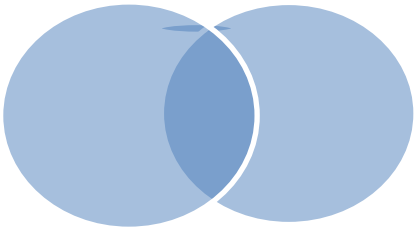
get an adult pet

get your shoes cleaned

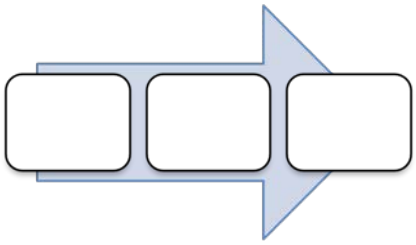
give your pets healthy treats

keep your pet's vaccinations up-to-date

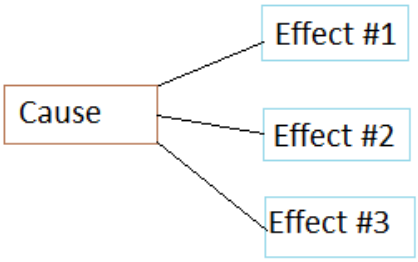
Step 31: **What kind of text structure does this article have?**



compare/contrast



sequence/process



cause/effect

no

yes

Level 1 Text Response Board

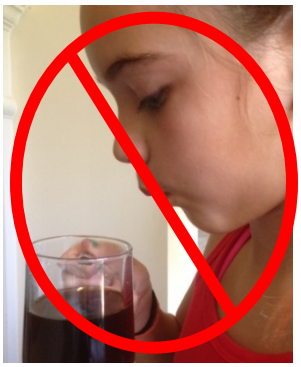
Phonics

pet	**puppy**	**kitten**
chew	**big**	

Level 4 Article Comprehension Questions Response Board

getting a new puppy	**puppy**	**kitten**
no	**yes**	**love me**

Snickerpoodles Recipe Response Board

dog treats	**1 cup**	**shape into balls**
8-10 minutes	 **Don't burn mouth**	**½ cup**

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Elementary Informational Text Progress Monitoring and Skills Test

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this assessment were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

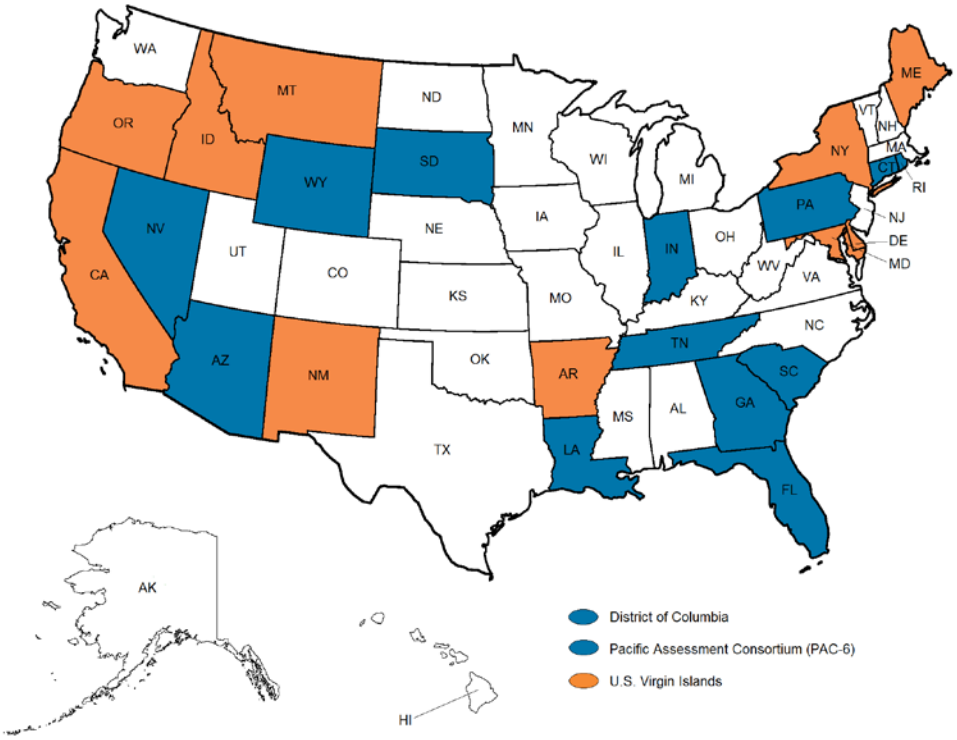
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Elementary Informational Text Progress Monitoring and Skills Test

Diane Browder
Melissa Hudson
Angel Lee
Alicia Saunders

August 2013

Student Name: _____

Elementary LASSI Progress Monitoring Data Sheet
Building Understanding of Informational Text: Taking Care of Pets

Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a "+." Use a system to code level of prompting required for incorrect responses (e.g., V = verbal prompt, G = gesture, P = physical). Graph the number of unprompted correct responses to monitor progress.

BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

Materials and Directions for Teacher	*Instructional Cue*	*Student Expected Response* *Date:*						
1. Show vocab word and corresponding picture with 3 distracters for student to match word to picture. *If student does not have expressive communication, read the word and have student point to the correct word in an array.	**Read (or listen for) the word and then show me the picture that goes with the word.** **Depend (to need help)**	Reads/selects "depend." Matches to picture.						
2. See above.	**obedience (follows the rules)**	Reads/selects "obedience." Matches to picture.						
3. See above.	**housebreaking (teaching pets to use the bathroom outside)**	Reads/selects "housebreaking." Matches to picture.						
4. See above.	**scraps (leftover food)**	Reads/selects "scraps." Matches to picture.						
5. See above.	**shelter (protection from weather)**	Reads/selects "shelter." Matches to picture.						
6. See above.	**veterinarian (an animal doctor)**	Reads/selects "veterinarian." Matches to picture.						
7. See above.	**vaccination (medicine that protects people and animals from disease)**	Reads/selects "vaccination." Matches to picture.						
8. See above.	**thrive (grow)**	Reads/selects "thrive." Matches to picture.						
9. See above.	**affection (love)**	Reads/selects "affection." Matches to picture.						
10. See above.	**gentle (soft)**	Reads/selects "gentle." Matches to picture.						
11. Give students a copy of the article *Taking Care of Your Pet*.	**Find the title of the article.**	Points to *Taking Care of Your Pet.*						

Student Name: _____

12. Give students a copy of the article *Taking Care of Your Pet* and sentence strip with repeated story line.	**We are going to read this article together. I want you to listen for a line in the article about taking care of pets. When I read "Taking care of pets is hard work," I want you to help me read "<u>hard work</u>."** (Hold up a sentence strip with the words "Taking care of pets is <u>hard work</u>." Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "Taking care of pets is <u>hard work</u>."** Then, read the article.	Reads "hard work" (e.g., student may use voice output device to say "hard work" or speak the words to help read it).						
		NUMBER CORRECT:						

3rd, 4th, 5th Objective: Identify the topic and supporting details that the author uses in an informational text. Use Article 1- *Taking Care of Your Pet* and Topic Graphic Organizer.								
BUILD A GRADE ALIGNED COMPONENT: II. Passage Comprehension								
13. Give students a copy of the article *Taking Care of Your Pet* and a copy of the Topic Graphic Organizer.	**The topic is what the article is about. We are going to use the Topic Graphic Organizer to help us.** Point to the Topic Graphic Organizer. **Here are four possible topics.** (Read each of the four possible topics.) **- chocolate** **- fish tanks** **- pets** **- dogs** **What is the topic of this article?**	Selects "pets" or points the word "pets" in the title. If student does not select/point to "pets," use LIP and point to word in article. Affixes the response option for "pets" or writes the word "pets" in the center of the graphic organizer.						
14. See above.	**We can also use a topic graphic organizer to help us find the main idea of the article. Sometimes the structure of the article or how it's presented on the page can give us a clue. Let's look at this article. It has five headings.** Point to the headings on the page. **Each heading describes something about the topic, "pets." Let's add these to our graphic organizer. What is the first heading?**	Selects "food" or points to the heading in article. If student does not select/point to "food," use LIP and point to word in article. Affixes "food" to graphic organizer.						

Student Name: _____

15. See above.	**What is the second heading?**	Selects “water” or points to the heading in article. If student does not select/point to “water,” use LIP and point to word in article. Affixes “water” to graphic organizer.						
16. See above.	**What is the third heading?**	Selects “shelter” or points to the heading in article. If student does not select/point to “shelter,” use LIP and point to word in article. Affixes “shelter” to graphic organizer.						
17. See above.	**What is the fourth heading?**	Selects “health care” or points to the heading in article. If student does not select/point to “health care,” use LIP and point to word in article. Affixes “health care” to graphic organizer.						
18. See above.	**What is the fifth heading?**	Selects “love and affection” or points to the heading in article. If student does not select/point to “love and affection,” use LIP and point to word in article. Affixes “love and affection” to graphic organizer.						

Student Name: _____

19. See above.	Point to the graphic organizer. **Our topic is "pets" and we have five facts about "pets."** Review facts with students, pointing to the graphic organizer. **With this information, we can identify the main idea. The main idea is the reason the author wrote the article. What is the main idea of this article?** **- chocolate is bad for you** **- dogs make the best pets** **- taking care of pets** **- all pets should be outside** Assist students in affixing or writing the main idea on the graphic organizer. **Now the graphic organizer is complete.**	Selects "taking care of pets" from four options. Note: If students need more help, review the facts on the graphic organizer and ask, "Is this about [say each of the response option]…" Affixes "taking care of pets" to the bottom of the graphic organizer.						
20. Give students a copy of the article *Taking Care of Your Pet* and response options for author's purpose.	**Authors have a purpose for writing. The purpose can be to <u>entertain</u> (just for fun)…**point to response option for "entertain," **<u>persuade</u> (convince us)…** point to response option for "persuade," **or <u>inform</u> (give us facts)…**point to response option for "inform." **Why do you think the author wrote this article?**	Selects "inform" from three response options.						
		NUMBER CORRECT:						

Student Name: _____

3rd, 4th, 5th Objective: Locate information on a website using text features; pose and answer "wh" questions using an illustration from a website and/or text. Use Graph #1 – *10 Most Popular Pets in America*.								
21. Present student with Graph #1 and response options.	**Many people have pets. I want to know which pet is the most popular. I can use the internet to find out. To conduct a search, I will type in key words that the computer will use to find information for me. What key words might I use to find out which pet most people have?**	Selects "most," "popular," "pets" from response options. Students may verbally generate other answers. Use LIP if student does not provide the correct response. Accept all responses that are logical.						
22. See above.	**I did a search before class and found this graph of the 10 most popular pets in America.** Give students a copy of Graph #1 – *10 Most Popular Pets in America*. **Look at the graph. There are 10 pets on the graph. Who can name one?** Lead students in naming the pets in the graph. **The most popular pet is the largest picture in the graph. What is the most popular pet?**	Communicates "dog." Students may point to the picture of the dog in the graph or say it aloud.						
23. See above.	**What pet is the least popular?**	Communicates "gerbil." Students may point to the picture of the gerbil in the graph or say it aloud.						
24. Present student with response options. Assist students in copying and pasting the URL into their browser: http://www.youtube.com/watch?v=0yOZVu00tvU	**You can find lots of information on the internet. I wonder if another site will have the same information as this graph. Let's watch a You Tube video of the Top 10 Pets and see if they list dogs as the most popular pet.** **What was the most popular pet in the video?**	Communicates "dog" either verbally or by pointing to the response option on the response board.						
25. Present student with response options.	**Was the most popular pet in the video and the graph the same?** (Note: the popularity of other animals is different in the two, but the most popular pet [dog] is the same.)	Communicates "yes" either verbally or by pointing to the response option on the response board.						
		NUMBER CORRECT:						

Student Name: _____

4th Objective: Explain what a chart or illustration tells you that are not in the text. Use Article #2 – *Most Popular Pet in America*.								
26. Provide student with article #2 and response options.	Give students Article #2 – *Most Popular Pet in America*. **We're going to read this article next. It has a graph. Graphs and other illustrations often tell us information that is not in the text. Listen as I read a short passage about the most popular pets in America.** Read Article #2 – *Most Popular Pet in America*. **Now, let's look at a table. The title of the graph is "Top 10 Most Popular Puppy Names." One column lists popular girl names.** Point to the girl column. **The other column lists popular boy names.** Point to the boy column. **The article tells us that dogs are the most popular pet. What does the table tell us that is not in the article?** Option: After students answer, ask students who can read, to read the most popular boy puppy name (Max) and girl puppy name (Bella) from the table.	Selects "popular puppy names" from four choices.						
27. Provide student with Article #3, sentence strips, and response options.	Give students Article #3 – *Better the Second Time Around*. **Text structure can also help us understand text. Text structure is the way the text is organized or put together. For example, sometimes the text will state a problem and then offer a solution. This structure is called problem-solution. The next article we are going to read has a problem/solution text structure. The title of this article is *Better the Second Time Around*.** Point to title. **I need your help to read the article. When I read "Older pets are <u>great</u>!" I want you to help me read "great!"** Hold up a sentence strip with the words "Older pets are <u>great</u>!" Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "Older pets are …<u>great</u>!"**	Communicates "great!"						
28. Provide student with Article #3, response options, and AAC device if necessary.	**As I read the article, listen for the topic of the article.** Read the article aloud. **Remember, the topic is what the article is about. What is the topic of this article?** (If needed, reread the first 2 sentences in the 1st paragraph.)	Selects "choosing a new pet" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to words in article.						

Student Name: _____

29. Provide student with Article #3, response options, and AAC device if necessary.	**What was the problem stated in the article?** (If needed, reread the first paragraph.)	Selects "young pets are a lot of work" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to word in article.						
30. Provide student with Article #3, response options, and AAC device if necessary.	**The author offers a solution. What is the solution?** (If needed, reread the first paragraph.)	Selects "get an adult pet instead" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP and point to word in article.						
31. Provide student with Article #3, response options, and AAC device if necessary.	**What kind of text structure did this article have?** Pause to give students an opportunity to respond. **That's right. The article states a problem, and then offers a solution.**	Selects "problem/solution" from the response options or says the words verbally or with their AAC. If student does not select the correct response, use LIP.						
32. Provide student with Article #3, response options, and AAC device if necessary.	**Remember, the purpose can be to entertain (fun), inform (facts), or persuade (convince). What do you think the author's purpose was for writing the article?** Hint: If students need more help, review with them the problem and the solution offered by the author. The author wants people who are thinking of getting a new pet to consider an adult pet and describes the advantages of adult pets.	Selects "persuade" from the response options or says the words verbally or with their AAC. If students need more help, see hint.						

Student Name: _____

33. Provide student with Article #4 and sentence strips.	**Now, let's look at a different article.** Give each student a copy of Article #4 - *Fun Pet Facts*. **The title of this article is *Fun Pet Facts*.** Point to the title. **I need your help to read. I'm going to read the number of the fact and you say "fun fact." Let's practice. The first…** pause for students to read **"fun fact." The second…** pause for students to read **"fun fact."** Hold up a sentence strip with the words "The [first] fun fact"… Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "The first fun fact"…** **Good. I think you've got it.** Read Article #4 – *Fun Pet Facts.*	Reads "fun fact."						
34. Provide student with Article #4 and sentence strips.	**This article uses a numbered list to provide some fun facts about pets. This article uses a sequence text structure.** Point to the numbers in the article that are used to make the list. **Sequencing or numbering is another way text can be organized.** **Let's compare the text structure of this article with the article, *Better the Second Time Around*. Are the structures the same?** **You're right. The articles are not the same. One article used problem/solution and the other used a numbered list or a sequence to provide fun facts about pets.**	Communicates "no." If more help is needed, ask if the *Fun Pet Facts* article had a problem and a solution.						
		NUMBER CORRECT:						

Student Name: _____

OPTIONAL: BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)								
1. Provide student with article.	*READER OPTION (this step is optional for students who are learning to read independently)*: **Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning). *Pet* (show word)	Reads "pet." Points to pet. (If student needs help on these words, show how sound it out /p/ /e/ /t/.)						
2. See above.	*puppy*	Reads "puppy." Points to puppy.						
3. See above.	*kitten*	Reads "kitten." Points to kitten.						
4. See above.	*chew*	Reads "chew." Points to a picture of chewing.						
5. See above.	*Big*	Reads "big." Points to big.						
6. Comprehension questions after reading. Provide student with article.	**What is this article about?**	Communicates "getting a new pet."						
7. See above.	**Which pet can be a lot of work?**	Communicates "puppy" or "kitten."						
8. See above.	**Will an adult pet get bigger?**	Communicates "no."						
9. See above.	**What will an adult pet do?**	Communicates "love me."						
		NUMBER CORRECT:						

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Middle School Informational Text

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this lesson were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

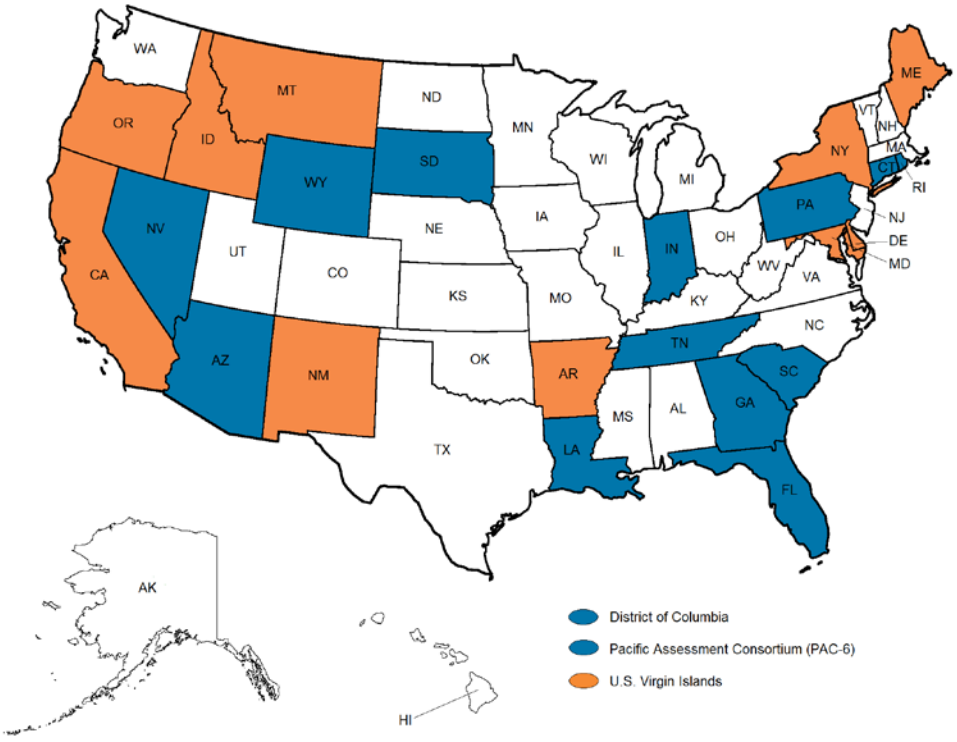
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Middle School Informational Text

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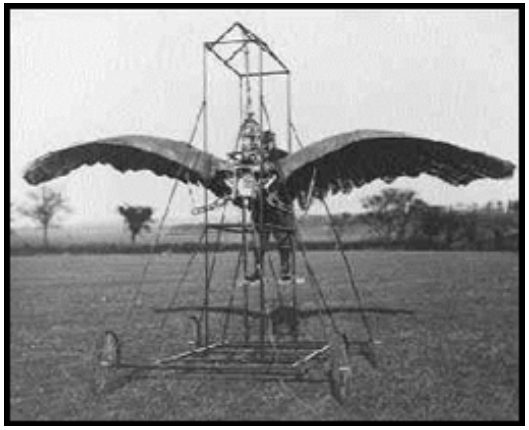
LASSIS: Language Arts Sample Systematic Instruction Script

Theme: Taking Flight

Grade Band: Middle School (Grades 6-8)

Focus: Using Informational Text



Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
SUMMARIZING	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Identify a topic from a single source. THEN Identify details, ideas, opinions from a single source. THEN Identify a common topic from two or more sources. THEN Identify common information (e.g., details, ideas, opinions) from multiple sources.	1. Use a KWHL chart to locate and summarize information from a variety of sources

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Identify the main idea of a text. THEN Identify key details related to the main idea of a text. THEN Identify a factual summary/statement about the text.	2. Retell details from informational text
	7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary of an informational text. THEN Identify a detail to support the inference, conclusion or summary.	3. Select an inference conclusion or summary statement using 2 or more details from informational text (how do you know).
	8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary of an informational text. THEN Identify a detail to support the inference, conclusion, or summary.	4. Select an inference conclusion or summary statement using 2 or more details from informational text (how do you know).

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
COMPARE AND CONTRAST	7.RI.I1 Compare/contrast how two or more authors write about the same topic.	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	Identify two texts on the same topic. THEN Locate important information within a text. THEN Compare/contrast two statements related to a single detail within the topic.	5. Use a Venn diagram to compare and contrast the information two authors provide on a topic
	8.RI.I1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify a similar topic in two texts. THEN Identify statements from the texts that disagree on the same topic. THEN Identify contrasting statements in two texts related to a single detail on the same topic.	6. Use a GO (e.g., T-chart, Venn Diagram) to determine points of disagreement between two authors
AUTHOR'S CLAIM	8.RI.k4 Identify an argument or claim that the author makes.	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Identify a fact from the text. THEN Identify a claim from a text. THEN Identify a fact vs. a claim.	7. Identify the author's claim
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

Materials Needed: Print the article summaries, the photograph, the advertisement, and graphic organizers provided. Print, cut, and laminate (if desired) response boards and response options found at the end of this lesson. We recommend that every student be given a copy of the article summaries, the photograph, the advertisement, and graphic organizers. Note that the article summaries are written in Level 3 text (no picture icons; the Lexile level of the summarized text is about half the grade level text). See notes on "Build Towards Grade Level Competence" for moving students towards grade-level text (Level 4). Teachers may modify the articles

by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We have also provided some Level 2 text examples in the "Build Towards Independent Reading" section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., "People had many ideas about flying."). For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., miniatures for airplane, kite, space shuttle, bird).

BUILD ESSENTIAL UNDERSTANDING (See teacher materials for article summaries, graphs, response boards, and response options).

INTRODUCE TEXT (attention getter activity) Show pictures or objects of things that fly (e.g., airplane, helicopter, butterfly, bird, kite, space shuttle, hot air balloon). **Have you ever flown in a plane?** Pause for students to share their experiences. **Have you ever watched a bird fly?** Pause for students to share their experiences. **Who has flown a kite?** Give students an opportunity to share their experiences. **In this lesson, we are going to learn about flying.** Show students article #1 - *Early Ideas about Flying.* **Together, we will read some articles about flying. We will also visit some websites on the internet about flying. Before we get started, let's read the important vocabulary words from our articles.**

INTRODUCE VOCABULARY Objective: Identify and define key words related to the story.
READER OPTION: Student reads each sight word and matches it to the picture.
LISTENER OPTION: Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., small figure for veterinarian, plate for scraps, hear for love).
Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).

Step	Teacher shows (or reads) each word	Student Response
1.	wings	Reads/selects "wings." Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) to give students an opportunity to anticipate the correct response.
2.	feathers	Reads/selects "feathers." Matches to picture.
3.	movement	Reads/selects "movement." Matches to picture.
4.	flap	Reads/selects "flap." Matches to picture.
5.	hot air balloon	Reads/selects "hot air balloon." Matches to picture.
6.	aircraft	Reads/selects "aircraft." Matches to picture.
7.	kite	Reads/selects "kite." Matches to picture.
8.	space	Reads/selects "space." Matches to picture.

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION (The article summaries, graphic organizers, response options, and response boards are found at the end of this lesson.)		
Step	**Teacher Says/Does**	**Student Response**
9.	Give students a copy of article #1 - *Early Ideas about Flying*. **Where is the title of the article?** (Note: Teachers may choose to skip this step in future lessons.) Teacher reads title.	Points to title at the top of the page. If student needs help, use LIP. **REMEMBER TO PRAISE EACH CORRECT RESPONSE!**
10.	**I need your help reading the article. Listen for a line in the article about flying. When I read, "People had many ideas about flying", I want you to help me read "about flying."** (Hold up a sentence strip with the words "People had many ideas about flying." Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "People had many ideas about flying."** Read article #1 - *Early Ideas about Flying*.	Reads "about flying." (e.g., student may use voice output device to say "about flying" or speak the words to help read it).

READ ADAPTED TEXT: Read article #1 - *Early Ideas about Flying* aloud. Some students may be able to read this passage aloud independently.		
READER OPTION: Use the sight words as the response options. *LISTENER OPTION:* Use the pictures as the response options.		
6th, 7th, 8th Objectives: Retell details from informational text and select an inference, conclusion, or summary statement using two or more details from the informational text. Use article #1 - *Early Ideas about Flying* and the Flow Chart graphic organizer.		
Step	**Teacher Says/Does**	**Student Response**
11.	**After reading the article, we are going to use a Flow Chart to help us retell some details from the article.** Give each student a Flow Chart. **First, let's put the topic on the chart.** Point to the word "topic" at the top of the Flow Chart. **The topic is what the article is about. Here are four possible topics.** Read each of the four possible topics. **- what wings are made of** **- the man on the moon** **- ideas about flying** **- Greek legends**	Selects "ideas about flying" from the response options or points to the title of the article. If student does not select/point to "ideas about flying", use LIP and point to the words in the title. Affixes the correct response option or writes the words on the Flow Chart.

	What is the topic of this article? Assist students as needed to affix or write their response on the Flow Chart.	
12.	**There is a lot of information in this article. We want to include only the most important details in our Flow Chart. In informational text, the most important details in a paragraph are often in the first sentence of the paragraph. This is because the author uses this sentence to tell us what the paragraph will be about. In this article, we have four paragraphs.** Point out the paragraphs in the article. **The paragraphs are numbered 1-4. I have made sentence strips of the first sentence in each paragraph.** Show the sentence strips and read each aloud. **- The ancient Greeks believed only the Gods could fly.** **- In our culture, people wrote stories about strange ways to fly.** **- Birds inspired people to explore new ideas about flying.** **- After trying many things, people were finally able to fly.** **- Early ideas about flying.** **We can use the first sentence of each paragraph to retell important details about the article. What is the first sentence in the first paragraph?** Assist students as needed to affix the sentence to the Flow Chart.	Points to the correct sentence strip from options or reads the first sentence of the first paragraph (i.e., "The ancient Greeks believed only the Gods could fly."). If more help is needed, limit the number of options students select from (e.g., 5 response options to 4 or fewer). Options: For this part of the lesson, students can indicate the first sentence of each paragraph by underlining or highlighting it. Affixes the correct sentence strip to the first box of the Flow Chart.
13.	**Let's find the 1st sentence in the 2nd paragraph.** Point to the 2nd paragraph. **What is the 1st sentence of the 2nd paragraph?** Assist students as needed to affix the sentence to the Flow Chart.	Points to the correct sentence strip from options or reads the 1st sentence of the 2nd paragraph (i.e., "In our culture, people wrote stories about strange ways to fly."). If more help is needed, limit the number of options students select from (e.g., 4 response options to 3 or fewer). Affixes the correct sentence strip to the 2nd box of the Flow Chart.

14.	**Let's find the 1st sentence in the 3rd paragraph.** Point to the 3rd paragraph. **What is the 1st sentence of the 3rd paragraph?** Assist students as needed to affix the sentence to the Flow Chart.	Points to the correct sentence strip from 3 options or reads the 1st sentence of the 3rd paragraph (i.e., "Birds inspired people to explore new ideas about flying.") If more help is needed, limit the number of options students select from to 2 options. Affixes the correct sentence strip to the 3rd box of the Flow Chart.
15.	**Let's find the 1st sentence in the 4th paragraph.** Point to the 4th paragraph. **What is the 1st sentence of the 4th paragraph?** Assist students as needed to affix the sentence to the Flow Chart.	Points to the correct sentence strip from 2 options or reads the 1st sentence of the 4th paragraph (i.e., "After trying many things, people were finally able to fly."). Affixes the correct sentence strip to the 4th box of the Flow Chart.
16.	**Now the Flow Chart is complete. What were some early ideas about flying?** Point to the 1st box on the Flow Chart.	Communicates "Greeks thought only Gods could fly" or something similar. If more help is needed, simplify the response required (e.g., students can point to the picture of "Greek Gods" on the sentence strip).
17.	**Good. You have found 1 detail from the article. What is another detail?** Point to the 2nd box on the Flow Chart.	Communicates "In our culture, people wrote stories about strange ways to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "story" on the sentence strip).
18.	**Excellent. You have found 2 details from the article. What is another detail?** Point to the 3rd box on the Flow Chart.	Communicates "Birds inspired people to explore new ideas about flying." If more help is needed, simplify the response required (e.g., students can point to the picture of "birds" on the sentence strip).
19.	**Wow! You have found 3 details in this article. Can you find one more detail?**	Communicates "After trying many things, people were finally able to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "fly" on the sentence strip.)
20.	**I want to ask you some questions about the flying machine da Vinci made. Listen as I read the 3rd paragraph again.** Reread the 3rd paragraph. **Was da Vinci's flying machine successful?**	Communicates "no." If more help is needed, reread the last sentence in the 3rd paragraph.

21.	**What did the flying machine have?**	Communicates "wings." If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.
22.	**Who made the machine move?**	Communicates "people." If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.
23.	**Why do you think da Vinci's flying machine was not successful?**	Communicates "because people got tired and stopped flapping the wings" or something similar. Note: This answer requires students to make an inference. If help is needed, use a think-aloud that involves: (a) asking students what they would do when they got tired of flapping the wings, then (b) if more help is needed, model making an inference by saying what you would do when you got tired [e.g., I would stop moving the wings up and down when I got tired.]. If students need help with inference, it may be helpful to teach question-answer relationships.
6th Objective: Use a graphic organizer to locate and summarize information from a variety of sources. (Use the KWHL Chart with selected You Tube videos and a photograph of the Wright Brothers first airplane.)		
Step	**Teacher Says/Does**	**Student Response**
24.	Next, give each student a KWHL Chart. **We are going to use the KWHL Chart to help us with this lesson. Who remembers our topic for this lesson?** **Let's put the topic on our KWHL chart.** Assist students as needed to affix the response option "flying" or write the word "flying" in the topic line on the KWHL chart.	Selects "flying" from response options. If student does not select/point to "flying", use LIP and point to word in article. Affixes the response option for "flying" or writes the word "flying" in the topic line on the KWHL chart.
25.	**The KWHL chart can help us organize what we know and what we want to learn about a topic. In the first column, we write/record what we know about flying.** Point to the first column of the KWHL chart. **What do you know about flying?** Option: Teachers may do this activity with the whole class or with smaller groups of students. Teachers may want to put a large KWHL chart on the board to record student responses as	Selects or otherwise communicates some things they know about flying. Some response options are provided, but students may think of other responses that are not included. Accept all logical answers that have to do with flying. The response options included are: "Birds fly."

	the lesson progresses. Students can also complete individual KWHL charts by affixing response options or writing their responses on the chart. Assist students as needed in affixing their responses on the KWHL chart.	"People fly in airplanes." "Insects fly." "Kites fly." Affixes responses in the K column on the KWHL chart.
26.	**In the second column, we write/record the things we want to learn about flying. What are some things you want to learn about flying?** Assist students as needed in affixing their responses on the KWHL chart.	Selects or otherwise communicates that they want to learn more about "how does a bird fly" and "who invented the first airplane." Other answers are acceptable and should be recorded, but the rest of the lesson is based on learning more about these two things (i.e., how does a bird fly and who invented the first airplane). The response options included are "How does a bird fly?" and "Who invented the first airplane?" Affixes responses in the W column on the KWHL chart.
27.	**The third column on the KWHL chart is where we list some ways we can learn more about what we want to know. What are some ways we can learn more about what we want to know about flying?** If needed, assist students in affixing their responses on the KWHL chart.	Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library. The response options included are: internet, books, videos, people, and library. Affixes responses in the H column on the KWHL chart.
28.	**One of the things you said you wanted to learn more about is how birds fly.** Point to "How does a bird fly?" on the KWHL chart. **The internet is one of the ways you can learn more about this. Let's watch a short video about how birds fly.** View the You Tube video, How Birds Fly (31 seconds): http://www.youtube.com/watch?v=au60WLv0tck Note: Show the video as many times as needed for students to be able to summarize this information. Here are some questions to help them zero in on the information that is needed.	Communicates "2" either verbally or by selecting the correct response option. Note: Students will probably need to watch the video several time to answer these questions. On subsequent viewings, pause the video after the information is presented that contains the correct answer and highlight the information (e.g., pause after the video says a bird uses its wings to make 2 movements and ask the question again).

	If the internet is not available, similar information can be obtained from other sources such as from the How Birds Fly website: http://www.learner.org/jnorth/tm/crane/flightlesson.html#Winging **We can summarize the information we learn and put it in the L column of the KWHL chart. To summarize how a bird flies, let's answer some questions about what you saw in the video. How many movements does a bird make with its wings?**	
29.	**How does the inner part of the wing move?**	Communicates "up and down" either verbally or by selecting the correct response option. If more help is needed, see note above about reviewing the video.
30.	**How does the outer part of the wing move?**	Communicates "in a circle" either verbally or by selecting the correct response option. If more help is needed, see note above about reviewing the video.
31.	**What did you learn about how birds fly?** **Let's put what we learned about how a bird flies in the L column of the KWHL chart.** Assist students as needed. *Since the first source of information was a video, add additional facts to the "L" column from a second source of information such as a library book.	Communicates "Birds fly with their wings." Affixes the response to the L column of the KWHL chart.
32.	***Another thing we want to learn more about is who invented the first airplane.** Point to "Who invented the first airplane?" on the KWHL chart. **Let's watch a video about the people who invented the first airplane. In this video you will hear about three problems that the Wright brothers had to solve: lift, control, and power. Listen for how they solved these problems.** View the You Tube video, Inventing the Airplane: The Wright Brothers (4:30): http://www.youtube.com/watch?v=sJdOaVcS2JE **Who invented the first airplane?** *Note: This step is dependent on what your students communicated as to what they wanted to know earlier. If they selected other things, please find a video to answer the	Communicates "The Wright Brothers" either verbally or by selecting the correct response option. Note: Students may need to watch the video more than once to answer the question. On subsequent viewings, pause the video after the information is presented that contains the correct answer and highlight the information (e.g., pause after the video says the Wright Brothers invented the first airplane and ask the question again).

	questions they posed. Be sure to complete all of the steps of the KWHL chart and end with a review of what was Learned.	
33.	Give students the Problem solution graphic organizer. **Let's see if we can remember how the Wright brothers solved the three problems. We can watch the video again if we need to. Remember the problems were lift, control, and power.** Write each problem in the correct box. **The first problem was lift. How did they solve the first problem?**	Communicates "made kites" or another acceptable answer either verbally or by selecting the correct response option.
34.	**The second problem was control. How did they solve the second problem?**	Communicates "made gliders" or another acceptable answer either verbally or by selecting the correct response option.
35.	**The third problem was power. How did they solve the third problem?**	Communicates "used an engine" or another acceptable answer either verbally or by selecting the correct response option.
36.	Show students the photograph of the first airplane. **This is a picture of the first airplane invented by Wilbur and Orville Wright. Remember that we can use text features to give us more information. A caption is a text feature. Captions give us more information about a photograph or other visual. They are short; usually only a few sentences. Listen as I read the caption under the picture. Why did the Wright Brothers fly their plane near the beach?** **That's right. We know the wind helps lift the plane off the ground.**	Communicates "wind" or another acceptable answer either verbally or by selecting the correct response option.

7th, 8th Objective: Use a graphic organizer to compare and contrast the information two authors provide on a topic. Use a graphic organizer to determine points of disagreement between two authors. Use article #2 – *Kite Flying* and a T-Chart graphic organizer.		
Step	**Teacher Says/Does**	**Student Response**
37.	Give students a copy of article #2 – *Kite Flying*. **The next thing we are going to talk about is something that flies without wings - a kite. Kites are fun to make and fun to fly. Did you know that there is even a national kite flying day?** Pause and wait for student to respond. **This year the national kite flying day was February 8th. We are going to read two articles about kite flying. Each article was written by a different author. Each author wrote their best tips for flying a kite.** Give students a T-Chart graphic organizer. **We will use a T-Chart graphic organizer to identify which tips they agree on** (point to agree column on graphic organizer) **and which tips they disagree on** (point to disagree column on graphic organizer)**. Let's read the article together.** Read article aloud. **What is the topic of these articles?**	Selects "kite flying" from response options. If student does not select/point to "kite flying", use LIP and point to words in article.
38.	**The first tip we are going to compare is the best season to fly a kite. In article #1, what season does the author say is best for fly a kite?** Pause and wait for student to respond. If students need more help, reread the 1st paragraph of article #1.	Selects "spring" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the word in the article.
39.	**In article #2, what season does the author say is best for flying a kite?** Pause and wait for student to respond. If students need more help, reread the last sentence in the 2nd paragraph of article #2.	Selects "fall" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the word in the article.
40.	**The author of article #1 says spring is the best season and the author of article #2 says fall is the best season. Do the authors agree or disagree about the best season to fly a kite?** Pause and wait for student to respond. If more help is needed, point out that the seasons are different, so the authors disagree.	Selects "disagree" from response options. If student does not select/point to the correct response option, use LIP. Affixes "season" to the Disagree column on the T-Chart graphic organizer.

	Let's put "season" in the Disagree column on the T-Chart graphic organizer. Assist students as needed.	
41.	**The next tip we are going to compare is wind speed. In article #1, what wind speed does the author say is best to fly a kite?** Pause and wait for student to respond. If students need more help, reread the 2nd paragraph of article #1.	Selects "4-12 mph" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.
42.	**In article #2, what wind speed does the author say is best for flying a kite?** Pause and wait for student to respond. If students need more help, reread the 2nd paragraph of article #2.	Selects "5-25 mph" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.
43.	**The author of article #1 says wind speeds from 4-12 mph are the best and the author of article #2 says wind speeds of 5-25 mph are best. Do the authors agree or disagree about the best wind speeds for flying a kite?** Pause and wait for student to respond. If more help is needed, point out that the wind speeds are different, so the authors disagree. **Let's put "wind speed" in the Disagree column on the T-Chart graphic organizer.** Assist students as needed.	Selects "disagree" from response options. If student does not select/point to the correct response option, use LIP. Affixes "wind speed" to the Disagree column on the T-Chart graphic organizer.
44.	**Another tip we are going to compare is time of day. In article #1, what time of day does the author say is best for flying a kite?** Pause and wait for student to respond. If students need more help, reread the 3rd paragraph of article #1.	Selects "afternoons" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.
45.	**In article #2, what time of day does the author say is best for flying a kite?** Pause and wait for student to respond. If students need more help, reread the 1st paragraph of article #2.	Selects "afternoons" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.

46.	**The authors of article #1 and article #2 both say that afternoons are the best time of day for kite flying. Do the authors agree or disagree about the best time of day for flying a kite?** Pause and wait for student to respond. If more help is needed, point out that the times are the same, so the authors agree. **Let's put "time of day" in the Agree column on the T-Chart graphic organizer.** Assist students as needed.	Selects "agree" from response options. If student does not select/point to the correct response option, use LIP. Affixes "time of day" to the Agree column on the T-Chart graphic organizer.
47.	**The last tip we are going to compare is the best place for flying a kite. In article #1, where does the author say is the best place for kite flying?** Pause and wait for student to respond. If students need more help, reread the 3rd paragraph of article #1.	Selects "beaches" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.
48.	**In article #2, where does the author say is the best place for kite flying?** Pause and wait for student to respond. If students need more help, reread the 3rd paragraph of article #2.	Selects "beaches" from response options. If student does not select/point to the correct response option, use LIP. Option: Some students may be able to highlight the words in the article.
49.	**The authors of article #1 and article #2 both say that beaches are the best place for kite flying. Do the authors agree or disagree about the best place for flying a kite?** Pause and wait for student to respond. If more help is needed, point out that the places are the same, so the authors agree. **Let's put "place" in the Agree column on the T-Chart graphic organizer.** Assist students as needed.	Selects "agree" from response options. If student does not select/point to the correct response option, use LIP. Affixes "place" to the Agree column on the T-Chart graphic organizer.
	Great! Let's review what we have learned about kite flying. Review the T-chart, including where the articles agree and disagree.	

8th Objective: Identify the author's claim.		
Step	**Teacher Says/Does**	**Student Response**
50.	**We have one more type of flying to talk about in this lesson - space flight. There is a special place in Huntsville, Alabama, where you can learn about space. It is the U.S. Space and Rocket center. You can visit a museum for a day or spend a week or two at space camp learning to be an astronaut. You can learn more about the U.S. Space and Rocket center on their website at: http://www.spacecamp.com/museumHome.** Give each student a copy of the advertisement or have them copy and paste the link into an internet browser to bring up the webpage. **Let's look at the webpage together.** Read the webpage together. **Name one thing on the website.**	Communicates one thing from the website (e.g., picture of astronaut, link for additional pages). Answers will vary. No response options are provided.
51.	**When you visit sites on the internet, it is important to know statements that are fact from statements that are claims. A fact is something you can prove. A claim is someone's opinion of what they think. For example, this ad says the center has over 1,500 artifacts from America's achievement in space exploration.** Point to the statement. **Is this a fact or a claim?** **This is a fact because it is something that can be proved. You could count all the artifacts to see if this is true.**	Communicates a "fact."
52.	**Another statement from the ad says that Dr. Wayne Clough is the secretary of the Smithsonian Institute.** Point to the statement. **Is this a fact or a claim?** **You're right. This is a fact because it is something that can be proved. You could prove that Dr. Clough is the secretary of the Smithsonian Institute.**	Communicates a "fact."

53.	**Another statement in the ad says that the U.S. Space and Rocket Center has "The best space collection on the planet!"** Point to the statement. **Is this a fact or a claim?** **This is a claim because it is what someone thinks. It is their opinion. I may think another collection of space artifacts is better.**	Communicates a "claim."
We are finished learning about flying. Thank you for reading the articles with me today and for learning about flying.		

ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON
Literary Texts Stories • *Dragonwings* (Lawrence Yep) • *First to Fly: How Wilbur and Orville Wright Invented the Airplane* (Peter Busby) • *Flight* (Robert Burleigh) Picture Books (as an introduction to the lesson) • *A is for Airplane: An Aviation Alphabet* (Mary Ann McCabe Riehle, Fred Stillwell, and Rob Bolster) • *The Airplane Alphabet Book* (Jerry Pallotta) Poetry • *I Am Phoenix: Poems for Two Voices* (Paul Fleischman) Informational Texts Nonfiction • *Flying Free: America's First Black Aviators* (Philip S. Hart) • *Fantastic Flights: One Hundred Years of Flying on the Edge* (Patrick O-\'Brien) • *Black Eagles: African Americans in Aviation* (James Haskins) • *Strange and Wonderful Aircraft* (Harvey Weiss) • *The Simple Science of Flight: From Insects to Jumbo Jets* (Hendrik Tennekes) • *Flight: Discover Science Through Facts and Fun* (Gerry Bailey) Biographies • *Sterling Biographies: The Wright Brothers: First in Flight* (Tara Dixon-Engel) • *Wilbur and Orville Wright: Taking Flight* (Stephanie Sammartina McPherson and Joseph Sammartina Gardner) • *Charles A. Lindbergh: A Human Hero* (James Cross Giblin) • *William Boeing: Builder of Planes* (Community Builders; Sharlene Nelson and Ted Nelson) • *Up in the Air: The Story of Bessie Coleman* (Philips S. Hart and Barbara O-Connor)

Websites

- *Aviation History Online Museum* (a website for researching the history of flight)
- *First Flight* (a website for researching flight and aviation)
- Video Interview with Lawrence Yep (Reading Rockets)
- *The Tuskegee Airmen* (website for researching the Tuskegee Airmen)

NOTE TO TEACHER: Repeat the lesson using articles and other informational text found in grade-level textbooks and magazines.

When selecting articles:

1. Select an age-appropriate informational text.
2. Summarize the text (e.g., 550-700L).
3. Identify important key vocabulary.
4. Include graphs, tables, charts, etc.
5. Include a variety of text structures (e.g., sequence/process; events/enumeration/description; compare-contrast).
6. Include articles with a variety of purposes (i.e., inform, persuade, entertain).
7. Use graphic organizers to help students compare/contrast, identify main idea/topic, and retell key details.
8. Ask a variety of questions, including "wh" questions that are found on the page (i.e., factual recall) and from you head (i.e., inferential).
9. Develop response options for receptive responding.
10. Have fun!

BUILD TOWARDS GRADE-LEVEL COMPETENCE (Level 4 Text)

See ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON for Level 4 texts to use to build towards grade-level competence.

BUILD TOWARDS INDEPENDENT READING (Level 2 text)

READER OPTION (this step is optional for students who are learning to read independently): **Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning).

Step	Teacher shows each word (do not read it)	Student Response
1.	fly	Reads "fly." Points to fly. (If student needs help on these words, show how sound it out /f/ /l/ /y/.)
2.	moon	Reads "moon." Points to moon.
3.	jet	Reads "jet." Points to jet.

4.	flap	Reads “flap.” Points to a picture of flapping.
5.	hot	Reads “hot.” Points to picture of something hot.
6.	geese	Reads "geese." Points to picture of geese flying.

Level 2 Article - Early Ideas about Flying

[1] Have you ever wanted to fly?
People used to think flying was magic.
They believed only the Gods could fly.

[2] People have thought of some strange ways to fly.
They wrote about these ideas in stories.
One idea was to fly on a broomstick.
Another idea was to fly on a carpet.
How would that work?
Still another idea was to fly to the moon with a bunch of geese.
The name of that story was the Man on the Moon.

[3] People have watched birds fly.
Flying seems so easy for a bird.
They flap their wings up and down.
Then they fly.
One of the early flying machines used this idea.
It had two wings that people flapped up and down.
Think about how hard that would be.
It was not successful.

[4] The first way man flew was in a hot air balloon.
He went up, up, up in the hot air balloon.
Now we can fly in lots of ways.
We can still fly in a hot air balloon.
We can fly in a plane.
We can fly in a space shuttle.
We can fly in a jet.
I wonder how we will fly next.

Comprehension Questions:

What did people think flying was? (magic)
Who wrote stories about flying? (people)
Who went to the moon with geese? (the Man on the Moon)
What do people watch? (birds)
How did the wings of the first flying machine move? (up and down)
Was it successful? (no)
What did man first fly in? (hot air balloon)

GENERALIZATION ACROSS MATERIALS - Repeat this lesson using a biography of Amelia Earhart.			
Biography	**"Wh" questions**	**Retell the Details**	**Topic/main idea/theme**
Read the autobiography, *For the Fun of It*, by Amelia Earhart.	**What month did Amelia fly?** (May) **How many hours was the trip?** (15 hours) **Where did she land?** (cow field in Ireland) **What caught on fire during the flight?** (manifold) **Which of her instruments broke during the flight?** (altimeter) **Do you think Amelia Earhart likes to fly? Why?** (e.g., yes - she calls her flight a "happy" adventure.)	Have students complete a Flow Chart like the one used in the original lesson to help them retell the details from the text. **- On May 21, 1942, Amelia Earhart began a solo flight across the Atlantic Ocean** **- That night she ran into a storm.** **- Then the manifold right caught on fire.** **- She needed to land quickly.** **- Thank goodness Ireland was right in front of her.** **- Her trip lasted 15 hours and 18 minutes.** **- The cows were surprised to see her.**	Topic: flying across the Atlantic Ocean
REAL LIFE READING. After completing the lesson, send a copy of the article and a list of comprehension questions with a response board home for homework practice. Bring a copy of a local newspaper to class and have students read the titles and look at the pictures. Incorporate the use of graphs, maps, and charts into daily instruction.			

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Middle School Informational Text Progress Monitoring and Skills Test

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this assessment were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

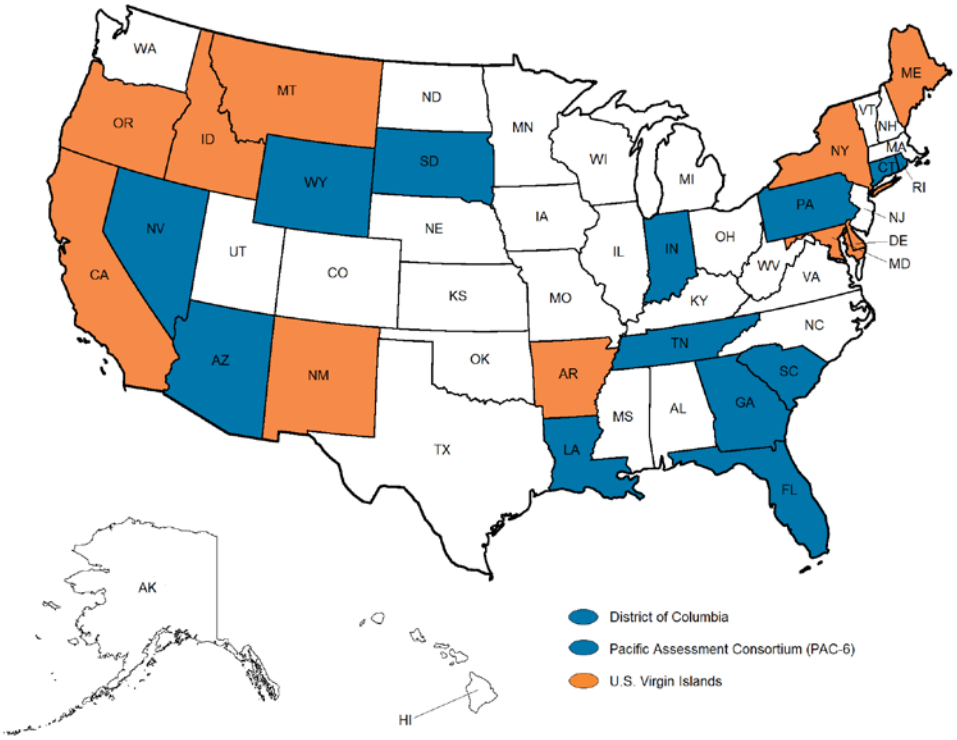
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Middle School Informational Text Progress Monitoring and Skills Test

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Melissa Hudson
Angel Lee
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September 2013

Student Name: _____

Middle School LASSI Progress Monitoring Data Sheet
Building Understanding of Informational Text: <u>Taking Flight</u>

Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a "+." Use a system to code level of prompting required for incorrect responses (e.g., V = verbal prompt, G = gesture, P = physical). Graph the number of unprompted correct responses to monitor progress.

BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

Materials and Directions for Teacher	*Instructional Cue*	*Student Expected Response* Date:						
1. Show vocab word and corresponding picture with 3 distracters for student to match word to picture. *If student does not have expressive communication, read the word and have student point to the correct word in an array.	**Read (or listen for) the word and then show me the picture that goes with the word.** **wings**	Reads/selects "wings." Matches to picture.						
2. See above.	**feathers**	Reads/selects "feathers." Matches to picture.						
3. See above.	**movement**	Reads/selects "movement." Matches to picture.						
4. See above.	**flap**	Reads/selects "flap." Matches to picture.						
5. See above.	**hot air balloon**	Reads/selects "hot air balloon." Matches to picture.						
6. See above.	**aircraft**	Reads/selects "aircraft." Matches to picture.						
7. See above.	**kite**	Reads/selects "kite." Matches to picture.						
8. See above.	**space**	Reads/selects "space." Matches to picture.						
9. Provide student with copy of article #1.	**Where is the title of the article?**	Points to title						
10. Provide student with copy of article #1, sentence strip, and AAC device if necessary.	**I need your help reading the article. Listen for a line in the article about flying. When I read, "People had many ideas about flying", I want you to help me read "<u>about flying</u>."** **Let's practice. "People had many ideas <u>about flying</u>."**	Reads "about flying." (e.g., student may use voice output device to say "about flying" or speak the words to help read it).						
		NUMBER CORRECT:						

Student Name: _____

6th, 7th, 8th Objectives: Retell details from informational text and select an inference, conclusion, or summary statement using two or more details from the informational text. Use article #1 - *Early Ideas about Flying* and the Flow Chart graphic organizer.								
11. Present student with article #1, sentence strips, and Flow Chart.	**We are going to use a Flow Chart to help us retell some details from the article. First, let's put the topic on the chart.** **The topic is what the article is about. Here are four possible topics.** **- what wings are made of** **- the man on the moon** **- ideas about flying** **- Greek legends** **What is the topic of this article?**	Selects "ideas about flying" from the response options or points to the title of the article. Affixes the correct response option or writes the words on the Flow Chart (do not score student's ability to place on graphic organizer; score correct selection).						
12. See above.	**There is a lot of information in this article. We want to include only the most important details in our Flow Chart. In informational text, the most important details in a paragraph are often in the 1st sentence of the paragraph. In this article, we have 4 paragraphs.** **The paragraphs are numbered 1-4. I have made sentence strips of the first sentence in each paragraph.** **- The ancient Greeks believed only the Gods could fly.** **- In our culture, people wrote stories about strange ways to fly.** **- Birds inspired people to explore new ideas about flying.** **- After trying many things, people were finally able to fly.** **- Early ideas about flying.** **We can use the 1st sentence of each paragraph to retell important details about the article. What is the 1st sentence in the 1st paragraph?**	Points to the correct sentence strip from options or reads the 1st sentence of the 1st paragraph Affixes the correct response option or writes the words on the Flow Chart.						
13. See above.	**Let's find the 1st sentence in the 2nd paragraph.** **What is the 1st sentence of the 2nd paragraph?**	Points to the correct sentence strip from options or reads the 1st sentence of the 2nd paragraph (i.e., "In our culture, people wrote stories about strange ways to fly."). Affixes the correct response option or writes the words on the Flow Chart.						

Student Name: _____

14. See above.	**Let's find the 1st sentence in the 3rd paragraph. What is the 1st sentence of the 3rd paragraph?**	Points to the correct sentence strip from 3 options or reads the 1st sentence of the 3rd paragraph (i.e., "Birds inspired people to explore new ideas about flying."). Affixes the correct sentence strip to the 3rd box of the Flow Chart.						
15. See above.	**Let's find the 1st sentence in the 4th paragraph. What is the 1st sentence of the 4th paragraph?**	Points to the correct sentence strip from options or reads the 1st sentence of the 4th paragraph (i.e., "After trying many things, people were finally able to fly."). Affixes the correct sentence strip to the 4th box of the Flow Chart.						
16. See above.	**Now the Flow Chart is complete. What were some early ideas about flying?**	Communicates "Greeks thought only Gods could fly" or something similar. If more help is needed, simplify the response required (e.g., students can point to the picture of "Greek Gods" on the sentence strip).						
17. See above.	**Good. You have found 1 detail from the article. What is another detail?**	Communicates "In our culture, people wrote stories about strange ways to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "story" on the sentence strip).						

Student Name: _____

18. See above.	**Excellent. You have found 2 details from the article. What is another detail?**	Communicates "Birds inspired people to explore new ideas about flying." If more help is needed, simplify the response required (e.g., students can point to the picture of "birds" on the sentence strip).						
19. See above.	**Wow! You have found 3 details in this article. Can you find one more detail?**	Communicates "After trying many things, people were finally able to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "fly" on the sentence strip.).						
20. See above.	**I want to ask you some questions about the flying machine da Vinci made. Listen as I read the 3rd paragraph again. Was da Vinci's flying machine successful?**	Communicates "no." If more help is needed, reread the last sentence in the 3rd paragraph.						
21. See above.	**What did the flying machine have?**	Communicates "wings". If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.						
22. See above.	**Who made the machine move?**	Communicates "people". If more help is needed, point to the person and reread the sentence with the correct answer.						
23. See above.	**Why do you think da Vinci's flying machine was not successful?**	Communicates "because people got tired and stopped flapping the wings" or something similar. See note about prompting in LASSI.						
		NUMBER CORRECT:						

Student Name: _____

6th Objective: Use a graphic organizer to locate and summarize information from a variety of sources. (Use the KWHL Chart with selected You Tube videos and a photograph of the Wright Brothers first airplane.)								
24. Provide student with KWHL chart and response options.	**We are going to use the KWHL Chart to help us with this lesson. Who remembers our topic for this lesson?** **Let's put the topic on our KWHL chart.**	Selects "flying" from response options. Affixes the response option for "flying" or writes the word "flying" in the topic line on the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).						
25. See above.	**The KWHL chart can help us organize what we know and what we want to learn about a topic. In the first column, we write/record what we know about flying.** **What do you know about flying?**	Selects or otherwise communicates some things they know about flying. Note: some response options are provided for students who are not able to generate a response. Accept all plausible responses (i.e., something about flying).						
26. See above.	**In the second column, we write/record the things we want to learn about flying. What are some things you want to learn about flying?**	Selects or otherwise communicates that they want to learn more about "how does a bird fly" and "who invented the first airplane." Affixes responses in the W column on the KWHL chart.						
27. See above.	**The third column on the KWHL chart is where we list some ways we can learn more about what we want to know. What are some ways we can learn more about what we want to know about flying?**	Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library. Affixes responses in the H column on the KWHL chart.						

Student Name: _____

28. Provide student with KHWL chart, You Tube video or other online information, and response options.	**One of the things you said you wanted to learn more about is how birds fly.** **The internet is one of the ways you can learn more about this. Let's watch a short video about how birds fly.** http://www.youtube.com/watch?v=au60WLv0tck **We can summarize the information we learn and put it in the L column of the KWHL chart. To summarize how a bird flies, let's answer some questions about what you saw in the video. How many movements does a bird make with its wings?**	Communicates "2" either verbally or by selecting the correct response option. *See note in LASSI.						
29. See above.	**How does the inner part of the wing move?**	Communicates "up and down" either verbally or by selecting the correct response option						
30. See above.	**How does the outer part of the wing move?**	Communicates "in a circle" either verbally or by selecting the correct response option.						
31. See above.	**What did you learn about how birds fly?** **Let's put what we learned about how a bird flies in the L column of the KWHL chart.**	Communicates "Birds fly with their wings." Affixes the response to the L column of the KWHL chart.						
32. See above.	***Another thing we want to learn more about is who invented the first airplane.** **Let's watch a video about the people who invented the first airplane.** http://www.youtube.com/watch?v=sJdOaVcS2JE **Who invented the first airplane?** ***Note: This step is dependent on what your students communicated as to what they wanted to know earlier. If they selected other things, please find a video to answer the questions they posed.**	Communicates "the Wright Brothers" either verbally or by selecting the correct response option.						
33.	**Let's see if we can remember how the Wright brothers solved the three problems. We can watch the video again if we need to. Remember the problems were lift, control, and power. The first problem was lift. How did they solve the first problem?**	Communicates "made kites" or another acceptable answer either verbally or by selecting the correct response option.						

Student Name: _____

34.	**The second problem was control. How did they solve the second problem?**	Communicates "made gliders" or another acceptable answer either verbally or by selecting the correct response option.						
35.	**The third problem was power. How did they solve the third problem?**	Communicates "used an engine" or another acceptable answer either verbally or by selecting the correct response option.						
36. See above.	**This is a picture of the first airplane invented by Wilbur and Orville Wright. Remember that we can use text features to give us more information. A caption is a text feature. Captions give us more information about a photograph or other visual. They are short; usually only a few sentences. Listen as I read the caption under the picture.** **Why did the Wright Brothers fly their plane near the beach?** **That's right. We know the wind helps lift the plane off the ground.**	Communicates "wind" either verbally or by selecting the correct response option.						
		NUMBER CORRECT:						

Student Name: _____

7th, 8th Objective: Use a graphic organizer to compare and contrast the information two authors provide on a topic. Use a graphic organizer to determine points of disagreement between two authors. Use article #2 – *Kite Flying* and a T-Chart graphic organizer.								
37. Provide student with article #2, response options, and T-Chart graphic organizer.	**The next thing we are going to talk about is something that flies without wings - a kite. Kites are fun to make and fun to fly. Did you know that there is even a national kite flying day?** **This year the national kite flying day was February 8th. We are going to read two articles about kite flying. Each article was written by a different author. Each author wrote their best tips for flying a kite**. **We will use a T-Chart graphic organizer to identify which tips they agree on** (point to agree column on graphic organizer) **and which tips they disagree on** (point to disagree column on graphic organizer). **Let's read the article together.** **What is the topic of these articles?**	Selects "kite flying" from response options.						
38. See above.	**The first tip we are going to compare is the best season to fly a kite. In article #1, what season does the author say is best for fly a kite?**	Selects "spring" from response options. If students need more help, reread the 1st paragraph of article #1.						
39. See above.	**In article #2, what season does the author say is best for flying a kite?**	Selects "fall" from response options. If students need more help, reread the last sentence in the 2nd paragraph of article #2.						
40. See above.	**The author of Article #1 says spring is the best season and the author of Article #2 says fall is the best season. Do the authors agree or disagree about the best season to fly a kite?** **Let's put "season" in the Disagree column on the T-Chart graphic organizer.**	Selects "disagree" from response options. Affixes "season" to the Disagree column on the T-Chart graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).						
41. See above.	**The next tip we are going to compare is wind speed. In article #1, what wind speed does the author say is best to fly a kite?**	Selects "4-12 mph" from response options. If students need more help, reread the 2nd paragraph of article #1.						

Student Name: _____

42. See above.	**In article #2, what wind speed does the author say is best for flying a kite?**	Selects “5-25 mph” from response options. If students need more help, reread the 2nd paragraph of article #2.						
43. See above.	**The author of article #1 says wind speeds from 4-12 mph are the best and the author of article #2 says wind speeds of 5-25 mph are best. Do the authors agree or disagree about the best wind speeds for flying a kite?** **Let’s put “wind speed” in the Disagree column on the T-Chart graphic organizer.**	Selects “disagree” from response options. Affixes "wind speed" to the Disagree column on the T-Chart graphic organizer.						
44. See above.	**Another tip we are going to compare is time of day. In article #1, what time of day does the author say is best for flying a kite?**	Selects “afternoons” from response options. If students need more help, reread the 3rd paragraph of article #1.						
45. See above.	**In article #2, what time of day does the author say is best for flying a kite?**	Selects “afternoons” from response options. If students need more help, reread the 1st paragraph of article #2.						
46. See above.	**The authors of article #1 and article #2 both say that afternoons are the best time of day for kite flying. Do the authors agree or disagree about the best time of day for flying a kite?** **Let’s put “time of day” in the Agree column on the T-Chart graphic organizer.**	Selects “agree” from response options. Affixes "time of day" to the Agree column on the T-Chart graphic organizer.						
47. See above.	**The last tip we are going to compare is the best place for flying a kite. In article #1, where does the author say is the best place for kite flying?**	Selects “beaches” from response options. If students need more help, reread the 3rd paragraph of article #1.						
48. See above.	**In article #2, where does the author say is the best place for kite flying?**	Selects “beaches” from response options. If students need more help, reread the 3rd paragraph of article #2.						
49. See above.	**The authors of article #1 and article #2 both say that beaches are the best place for kite flying. Do the authors agree or disagree about the best place for flying a kite?** **Let’s put “place” in the Agree column on the T-Chart graphic organizer.**	Selects “agree” from response options. Affixes "place" to the Agree column on the T-Chart graphic organizer.						
		NUMBER CORRECT:						

Student Name: _____

8th Objective: Identify the author's claim.								
50. Provide student with advertisement, website, and fact or claim response options.	**We have one more type of flying to talk about in this lesson - space flight. There is a special place in Huntsville, Alabama, where you can learn about space. It is the U.S. Space and Rocket center. You can visit a museum for a day or spend a week or two at space camp learning to be an astronaut. You can learn more about the U.S. Space and Rocket center on their website at: http://www.spacecamp.com/museumHome.** Give each student a copy of the advertisement or have them copy and paste the link into an internet browser to bring up the webpage. **Let's look at the webpage together.** Read the webpage together. **Name one thing on the website.**	Communicates one thing from the website (e.g., picture of astronaut, link for additional pages). Answers will vary. No response options are provided.						
51. See above.	**When you visit sites on the internet, it is important to know statements that are fact from statements that are claims. A fact is something you can prove. A claim is someone's opinion of what they think. For example, this ad says the center has over 1,500 artifacts from America's achievement in space exploration.** **Is this a fact or a claim?** **This is a fact because it is something that can be proved. You could count all the artifacts to see if this is true.**	Communicates a "fact."						
52. See above.	**Another statement from the ad says that Dr. Wayne Clough is the secretary of the Smithsonian Institute. Is this a fact or a claim?** **You're right. This is a fact because it is something that can be proved. You could prove that Dr. Clough is the secretary of the Smithsonian Institute.**	Communicates a "fact."						

Student Name: _____

53. See above.	**Another statement in the ad says that the U.S. Space and Rocket Center has "The best space collection on the planet!"** Point to the statement. **Is this a fact or a claim?** **This is a claim because it is what someone thinks. It is their opinion. I may think another collection of space artifacts is better.**	Communicates a "claim."						
		NUMBER CORRECT:						

OPTIONAL: BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)								
1. Provide student with article.	*READER OPTION (this step is optional for students who are learning to read independently)*: **Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning). *fly*	Reads "fly." Points to fly. (If student needs help on these words, show how sound it out /f/ /l/ /y/.)						
2. See above.	*moon*	Reads "moon." Points to moon.						
3. See above.	*jet*	Reads "jet." Points to jet.						
4. See above.	*flap*	Reads "flap." Points to a picture of flapping.						
5. See above.	*hot*	Reads "hot." Points to picture of something hot.						
6. See above.	*geese*	Reads "geese." Points to picture of geese flying.						
Comprehension Questions (score separately in grid to right)	**What did people think flying was?** (magic) **Who wrote stories about flying?** (people) **Who went to the moon with geese?** (the Man on the Moon) **What do people watch?** (birds) **How did the wings of the first flying machine move?** (up and down) **Was it successful?** (no) **What did man first fly in?** (hot air balloon)	(magic) (people) (the Man on the Moon) (bird) (up and down) (no) (hot air balloon)						
		NUMBER CORRECT:						

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): High School Informational Text

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this lesson were developed as part of the National Center and State Collaborative by Melissa E. Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

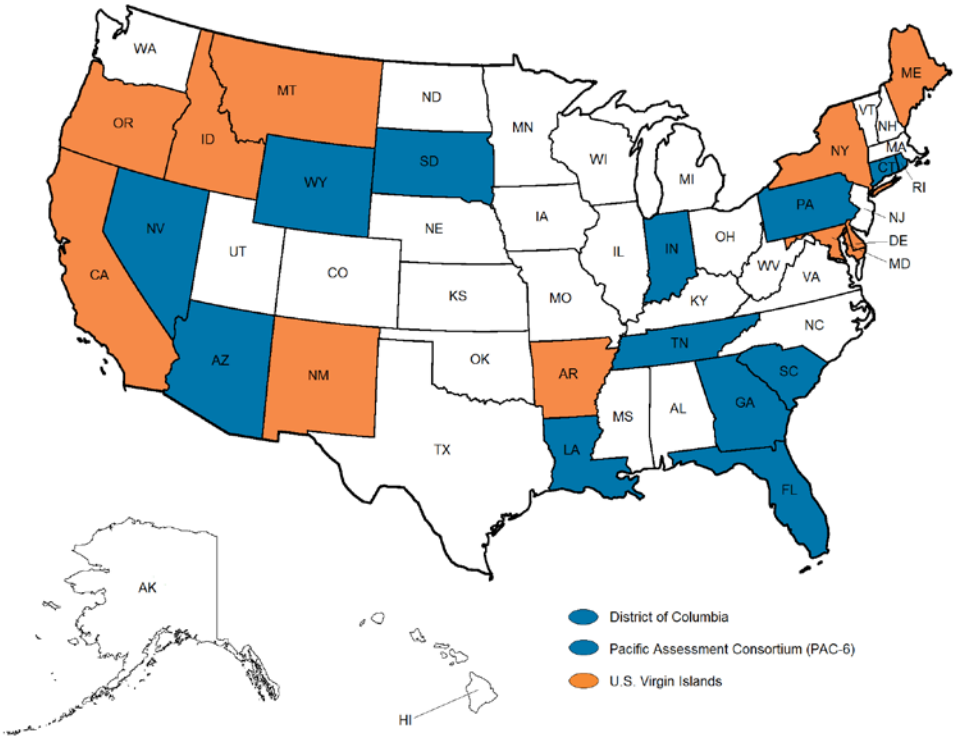
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): High School Informational Text

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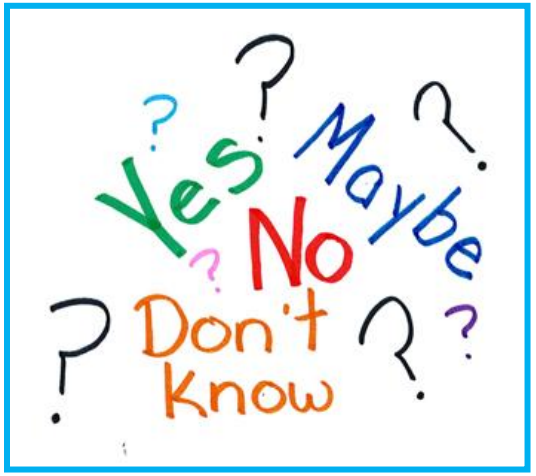
September 2013

LASSIS: Language Arts Sample Systematic Instruction Script

Theme: Making Choices

Grade Band: High School

Focus: Using Informational Text



Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
AUTHOR'S PURPOSE	1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Identify an author's point of view. THEN Match details to an author's point of view.	1. Identify persuasive words the author uses and determine if the author wants you to like or dislike.

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
COMPREHENSION	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Make an inference from an informational text. THEN Identify a conclusion from an informational text. THEN Identify a summary from an informational text. THEN Identify details to support the inference, conclusion, or summary.	2. Select an inference, conclusion, or summary statement using 2 or more details from a high school informational text (how do you know).
AUTHOR'S POINT OF VIEW	1112.RI.d1 Determine the author's point of view or purpose in a text.	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Identify what an author tells about a topic. THEN Identify the author's opinion about the topic.	3. Determine the author's purpose or point of view.
ANSWERING QUESTIONS	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Locate information within a text related to a given topic. THEN Determine the usefulness of the information for a given topic.	4. Pose a question, use KWHL with 2 or more sources (internet is one).
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

Materials Needed: Print the article summaries, table, and graphic organizers provided. Print, cut, and laminate (if desired) response boards and response options found at the end of this lesson. We recommend that every student be given a copy of the article summaries, the table, and graphic organizers. Note that the article summaries are written in Level 3 text (no picture icons; the Lexile level of the summarized text is about half the grade-level text). See notes on "Build Towards Grade Level Competence" for moving students towards grade-level text (Level 4). Teachers may modify the articles by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We have also provided a Level 2 text example in the "Build Towards Independent Reading" section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., "We need your help.") For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., objects to represent home, school, work, and friends).

BUILD ESSENTIAL UNDERSTANDING (See teacher materials for article summaries, the table, and response options.)

INTRODUCE TEXT (attention getter activity) **Here are some pictures (or objects) of choices you make every day.** Show pictures or objects that represent some of the choices young people make (e.g., job, hobbies, friends, food, clothes). **Some of the choices you make are small. For example, what you will wear to school or what to eat for a snack when you get home. Other choices are bigger. For example, what you will do after you graduate from high school. You make choices every day. What is one choice you have made today?** Pause for students to share their experiences. **In this lesson, we are going to talk about making choices. We will read some articles together. We will also visit some websites on the Internet. Before we get started, let's read the important vocabulary words from our articles.**

INTRODUCE VOCABULARY Objective: Identify and define key words related to the story.
READER OPTION: Student reads each sight word and matches it to the picture.
LISTENER OPTION: Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., objects to represent media, samples of advertisements, resumes and applications).
Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).

Step	Teacher shows (or reads) each word	Student Response
1.	volunteer (a person who offers to help)	Reads/selects "volunteer." Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) to give students an opportunity to anticipate the correct response.
2.	community (a place where people live)	Reads/selects "community." Matches to picture.
3.	influence (to affect or change a person, thing, or action)	Reads/selects "influence." Matches to picture.
4.	media (television, internet, newspapers, radio)	Reads/selects "media." Matches to picture.
5.	consume (eat)	Reads/selects "consume." Matches to picture.

6.	advertisement (a notice or announcement)	Reads/selects “advertisement.” Matches to picture.
7.	interview (a face-to-face meeting for a job)	Reads/selects “interview.” Matches to picture.
8.	application (form or paper you fill out for a job)	Reads/selects “application.” Matches to picture.
9.	resume (a written list of your work experiences)	Reads/selects “resume.” Matches to picture.
10.	references (people who know you are a good worker)	Reads/selects “references.” Matches to picture.
BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION		
Step	**Teacher Says/Does**	**Student Response**
11.	Give students a copy of article #1 – Teens Make Good Volunteers. **Where is the title of the article?** (Note: teachers may choose to skip this step in future lessons.) Teacher reads title. **The title of our first article is “Teens Make Good Volunteers.”**	Points to title at the top of the page. If student needs help, use LIP. **REMEMBER TO PRAISE EACH CORRECT RESPONSE!**
12.	**One of the decisions you may make is whether to volunteer in your community. Volunteers are people who offer to help others, usually by performing a job. There are many jobs that you could choose from. For example, animal shelters need people to care for the animals.** Give other examples based on what you know your students are interested in. **Volunteer jobs are very important. Let’s read an article about teen volunteers. I need your help reading the article. When I read, “Volunteering is important work”, I want you to help me read “<u>important work!</u>”** (Hold up a sentence strip with the words “Volunteering is <u>important work!</u>” Point to the words as you read them, but wait for student to read the underlined words. **Let’s practice. “Volunteering is <u>important work!</u>”** Read article #1 – *Teen Make Good Volunteers*.	Reads “important work.” (e.g., student may use voice output device to say “important work” or speak the words to help read it).

READ ADAPTED TEXT: Read article #1 – *Teens Make Good Volunteers*. Some students may be able to read this passage aloud independently.		
READER OPTION: Use the sight words as the response options. *LISTENER OPTION:* Use the pictures as the response options.		
11th Objectives: Identify persuasive words the author uses and determine if the author wants you to like or dislike. Use article #1 – *Teens Make Good Volunteers* and Persuasive Writing graphic organizer.		
Step	**Teacher Says/Does**	**Student Response**
13.	**Authors have a reason or purpose for writing. They want to tell you about their view on a topic. This is known as author's point of view. We are going to use a graphic organizer to help us to find the author's point of view in this article.** Give each student a persuasive writing graphic organizer. **First, let's put the topic on the chart.** Point to the word "topic" at the top of the graphic organizer. **The topic is what the article is about. Here are four possible topics.** Read each of the four possible topics. **- teens play sports** **- parents of teens** **- teens make good volunteers** **- teens are busy people** **What is the topic of this article?** Assist students as needed to affix or write the topic on the graphic organizer.	Selects "teens make good volunteers" from the response options or points to the title of the article. If student does not select/point to "teens make good volunteers", use LIP and point to the words in the title. Affixes the correct response option or writes the words on the graphic organizer. Hint: If students need help, remind them that the title often says what the article is about. Also, point out that the first sentence of the article often says what the article is about.
14.	**The author has three facts to support the purpose or reasons for writing this article. In this article, the author describes one reason in each paragraph.** Point to each paragraph in the article. **The author also uses a signal word in each paragraph to let you know a reason is coming up. The signal words are "first", "next", and "last." I'm going to read the 1st paragraph again. Listen for a reason. The sentence will start with the word "first."** Reread the 1st paragraph. **What is the first reason the author states that teens make good volunteers?** **- First, there are a large number of teens who can volunteer.** **- Nearly 60% of teens aged 12-17 years volunteer.** **- In addition, girls are more likely to volunteer than boys.**	Points to the correct sentence strip from options or reads/points to the correct sentence in the 1st paragraph (i.e., "First, there are a large number of teens who can volunteer."). If more help is needed, limit the number of options students select from 4 to 3 options. Options: For this part of the lesson, students can indicate the reason by underlining or highlighting it. Affixes the reason in the "reason 1" box of the graphic organizer.

	- Teens make good volunteers for three reasons. Assist students as needed to affix the reason in the "reason 1" box of the graphic organizer.	
15.	**What signal word tells you a fact is coming?** **Let's put the signal word on the graphic organizer.** Assist students as needed to affix the signal word on the graphic organizer.	Selects "first" from options or reads/points to the word "first" in the article. Affixes the signal word "first" on the graphic organizer.
16.	**Another fact to support the purpose or reason the author wrote this article is in the 2nd paragraph. The sentence starts with the word "next." I'm going to read the 2nd paragraph again. Listen for the sentence that starts with the word "next."** Reread the 2nd paragraph. **What is the next fact to support the purpose or reason the author states that teens make good volunteers?** **- Teens are busy people.** **- In addition, they spend 1-2 hours each time they volunteer.** **- Next, teens have time to volunteer.** **- Teens volunteer once or twice a month.** Assist students as needed to affix the reason in the "reason 2" box of the graphic organizer.	Points to the correct sentence strip from options or reads/points to the correct sentence in the 2nd paragraph (i.e., "Next, teens have time to volunteer.") If more help is needed, limit the number of options students select from 4 to 3 options. Affixes the reason in the "reason 2" box of the graphic organizer.
17.	**What signal word tells you a fact to support the purpose or reason is coming?** **Let's put the signal word on the graphic organizer.** Assist students as needed to affix the signal word on the graphic organizer.	Selects "next" from options or reads/points to the word "next" in the article. Affixes the signal word "next" on the graphic organizer.
18.	**You have found 2 facts to support the purpose or reasons. Let's find the last fact to support the purpose or reason. It is in the 3rd paragraph.** Point to the 3rd paragraph. **The sentence starts with the word "last." I'm going to read the 3rd paragraph again. Listen for the sentence that starts with the word "last."** Reread the 3rd paragraph. **What is the last fact to support the purpose or reason the author states that teens make good volunteers?** **- Most parents of teen volunteers said they have**	Points to the correct sentence strip from options or reads/points to the correct sentence in the 3rd paragraph (i.e., "Last, teens influence other people to volunteer.") If more help is needed, limit the number of options students select from 4 to 3 options. Affixes the reason in the "reason 3" box of the graphic organizer.

	volunteered in the past year. **- In addition, teens get their friends to volunteer.** **- Last, teens influence other people to volunteer.** **- When asked, 80% of teens said their friends volunteered as well.** Assist students as needed to affix the reason in the "reason 3" box of the graphic organizer.	
19.	**What signal word tells you a fact to support the purpose or reason is coming?** **Let's put the signal word on the graphic organizer.** Assist students as needed to affix the signal word on the graphic organizer.	Selects "last" from options or reads/points to the word "last" in the article. Affixes the signal word "last" on the graphic organizer.
20.	**Let's review our graphic organizer together.** Point to the topic, reasons, and signal words as you read them. **The author chooses words to persuade you. The author wants you to agree with his or her point of view. In this case, the author uses the words "first, next, and last" to list three facts to support the purpose or reasons that teens make good volunteers. Does the author want you to agree with them or disagree with them?**	Selects "agree" from the response options. Hint: If more help is needed, explain that the author is giving reasons for believing that teens make good volunteers.
21.	**This author also uses other words to *persuade* you to agree. Listen as I read a sentence from each paragraph and see if you hear the same phrase in each of the sentences.** Read the sentences. **- In addition, girls are more likely to volunteer than boys, but just by a little.** **- In addition, they spend 1-2 hours each time they volunteer.** **- In addition, teens get their friends to volunteer.** **What phrase did you hear in each of the sentences?** **That's right. The author uses the phrase "in addition" to give you a fact that supports each of their reasons.** Assist students as needed to affix the persuasive words on the	Selects "In addition" from the response options or points to the words on the sentence strips. Hint: If students need more help, point to the words "in addition" or highlight the words in the article. Affixes the persuasive words "in addition" on the graphic organizer.

	graphic organizer.	
11th Objective: Determine the author's purpose or point of view. Use article #2 – *Teens and the Media* and Author's Purpose graphic organizer.		
Step	**Teacher Says/Does**	**Student Response**
22.	**I am going to read another article. The topic of this article is teens and the media. Remember, the topic is what the article is about.** Give each student a copy of article #2 – *Teens and the Media*. **I need your help reading the article. When I read, "The media influences what we buy", I want you to help me read "<u>what we buy.</u>"** (Hold up a sentence strip with the words "The media influences <u>what we buy.</u>" Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "The media influences <u>what we buy</u>."** Read article #2 – *Teens and the Media*. Some students may be able to read this passage aloud independently.	Reads "what we buy." (e.g., student may use voice output device to say "what we buy" or speak the words to help read it).
23.	Give each student the author's purpose graphic organizer. **Authors have a purpose for writing. The author's purpose can be to <u>entertain</u> us (just for fun)…**point to the "entertain" column on the graphic organizer, **to <u>persuade</u> us (convince us of something)…** point to the "persuade" column on the graphic organizer, **or to <u>inform</u> us (give us facts)…**point to the "inform" column on the graphic organizer. **I'm going to read a sentence from the article and you decide which column it goes in. Here's the first sentence. "Teens watch 40,000 ads a year through television alone." What is the purpose of this sentence?** **Let's put the sentence in the "inform" category?** Assist students as needed to affix the sentence on the graphic organizer.	Selects "inform" from response options or points to "inform" column on the graphic organizer. Hint: If students need more help, remind them that when the author's purpose is to inform us, they will tell us facts and reasons. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column.

24.	**Let's try another sentence. "These ads affect the food and beverage choices teens make." What is the author's purpose?** Assist students as needed to affix the sentence on the graphic organizer.	Selects "inform" from response options or points to the "inform" column on the graphic organizer. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column.
25.	**Here's one more. Listen as I read this sentence aloud. "Parents have the greatest influence over whether teens eat healthy foods." What is the author's purpose?** Assist students as needed to affix the sentence on the graphic organizer.	Selects "inform" from response options or points to the "inform" column on the graphic organizer. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column.
26.	**Let's look at the graphic organizer.** Read graphic organizer with students. **All of the sentences are in the "inform" column. What is the author's purpose?** **Yes, the purpose is to inform the reader about a topic. What was the topic of this article?** **That's right! The purpose of this article is to inform the reader about teens and media.**	Selects "inform" from response options or points to the "inform" column on the graphic organizer. Selects "teens and media" from response options.
11th Objective: Pose a question and use a KWHL chart to find the answer using two or more sources (internet is one). Use article #3 – *Tips for a Successful Job Interview* and KWHL graphic organizer.		
27.	Give each student a copy of article #3 – *Tips for a Successful Job Interview*. **Some of you may want to get a job. Many times, when you are trying to get a job, you will have an interview. Next, we are going to learn some tips for a successful job interview. Point to each tip as I read them.** Read article #3 – *Tips for a Successful Job Interview*. Some students may be able to read this passage aloud independently. Assist students as needed to point to each tip as you read it. (Note: there is no repeated story line for this article.)	Points to each tip as the teacher reads it.
28.	**We are going to use the KWHL Chart to help us with this part of the lesson.** Give each student a KWHL chart. **What is the topic of this article?** **Let's put the topic on our KWHL chart.** Assist students as	Selects "job interview" from response options. If student does not select/point to "job interview", use LIP and point to the words in the title.

	needed to affix the response option “job interview” or write the words “job interview” in the topic line on the KWHL chart.	
29.	**The KWHL chart can help us organize what we know and what we want to learn about a topic. In the first column, we write/record what we know about job interviews.** Point to the first column of the KWHL chart. **What do you know about job interviews?** Option: Teachers may do this activity with the whole class or with smaller groups of students. Teachers may want to put a large KWHL chart on the board to record students’ responses as the lesson progresses. Students can also complete individual KWHL charts by affixing response options or writing their responses on the chart. Assist students as needed in affixing their responses on the KWHL chart.	Selects or otherwise communicates some things they know about job interviews. Some response options are provided, but students may think of other responses that are not included. Accept all logical answers that have to do with job interviews. The response options included are: "get a job" "answer questions" Affixes responses in the K column on the KWHL chart.
30.	**In the second column, we write/record the things we want to learn about job interview. What are some things you want to learn about job interviews?** Assist students as needed in affixing their responses on the KWHL chart.	Selects or otherwise communicates that they want to learn more about "what to wear to an interview." Other responses are acceptable and should be recorded, but the rest of the lesson is based on learning more about what to wear to an interview. Affixes responses in the W column on the KWHL chart.
31.	**The third column on the KWHL chart is where we list some ideas for how we can learn more about what we want to know. What are some ways we can learns more about what we want to know?** If needed, assist students in affixing their responses on the KWHL chart.	Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library. The response options included are: internet, books, videos, people, and library. Affixes responses in the H column on the KWHL chart.
32.	**One of the things you said you wanted to learn more about is what to wear to a job interview.** Point to "what to wear" on the KWHL chart. **The internet is one of the ways you can learn more about what to wear to a job interview. Let's visit a website that has some pictures of clothes that are**	Selects “sweater” from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.

	appropriate to wear for a job interview. Assist the students in copying and pasting the following link into a web browser: http://jobsearch.about.com/od/teenstudentgrad/ig/Interview-Attire/ Click on "Enter Gallery" to see the pictures. Students use the "next" and "previous" buttons to go forward and backward. **We can write/record what we learned about the right clothes to wear to an interview in the L column of the KWHL chart.** Point to the L column. **What is one thing that is appropriate for a girl to wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart.	
33.	**What is one thing that is appropriate for a boy to wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart.	Selects "shirt and tie" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.
34.	**Let's look at the website for examples of what NOT to wear to a job interview.** Assist students in finding the following webpage: http://jobsearch.about.com/od/interviewattire/ig/What-Not-to-Wear---Teens/What-Not-to-Wear---Teens.-5EK.htm Students use the "next" and "previous" buttons to go forward and backward. **What is one thing a girl should NOT wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart.	Selects "teeshirt" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.
35.	**What is one thing a boy should NOT wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart. **Be sure to complete all of the steps of the KWHL chart and end with a review of what was Learned.**	Selects "ball cap" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.

11th Objective: Select an inference, conclusion, or summary statement using two or more details from a high school information text. Use article #4 – *Teens and Part-time Employment*

Step	Teacher Says/Does	Student Response
36.	Give students a copy of article #4 – *Teens and Part-time Employment*. **Some of you may want to get a job while you are in high school and after you graduate. Next, we are going to talk about some of the benefits and drawbacks to working part-time.** Read article #4 - *Teens and Part-time Employment* aloud to students. NOTE: There is not a repeated story line for this article. **Where is the title of the article?** **You're right. The title of this article is "*Teens and Part-time Employment.*"**	Points to title of the article. If more help is needed, use LIP.
37.	**What is the topic of this article?** If help is needed, reread the title again.	Selects "teens and work" from response options. If more help is needed, use LIP.
38.	**What does the author talk about in the 2nd paragraph?** Point to the 2nd paragraph. If more help is needed, reread the 1st sentence of the 2nd paragraph.	Selects "benefits" from response options. If more help is needed, use LIP.
39.	**What does the author talk about in the 3rd paragraph?** Point to the 3rd paragraph. If more help is needed, reread the 1st sentence of the 3rd paragraph.	Selects "drawbacks" from response options. If more help is needed, use LIP.
40.	**What does the author say is the reason for the difference?** Point to the 4th paragraph. If more help is needed, reread the 1st sentence of the 4th paragraph.	Selects "number of hours worked" from response options. If more help is needed, use LIP.
41.	**What does the author conclude is a good alternative for teens in the 5th paragraph?** Point to the 5th paragraph. If more help is needed, reread the 1st sentence of the 5th paragraph.	Selects "summer employment" from response options. If more help is needed, use LIP.
42.	**What is the first reason that summer employment is a good alternative?** If more help is needed, reread the 2nd sentence of the 5th paragraph. Have students find the word "first."	Selects "doesn't interfere with school" from response options. If more help is needed, use LIP.
43.	**What is the second reason that summer employment is a good alternative?** If more help is needed, reread the 3rd sentence of the 5th paragraph. Have students find the word "next."	Selects "free time" from response options. If more help is needed, use LIP.

44.	**What is the third reason that summer employment is a good alternative?** If more help is needed, reread the 3rd sentence of the 5th paragraph. Have students find the word "last."	Selects "benefits without drawbacks" from response options.
We are finished reading about making choice. Thank you for reading with me today.		

ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON

Choose additional texts to extend and enrich the lesson from grade-level texts and online resources. Some online resources to consider include:

College Bound

- Virginia's College Guide for Students With Disabilities http://www.doe.virginia.gov/special_ed/transition_svcs/outcomes_project/college_guide.pdf
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities http://www2.ed.gov/about/offices/list/ocr/transition.html

Volunteer Work

- To look for organizations to volunteer with in your area check with your local United Way at: www.unitedway.org
- Look at the Youth Volunteer Corps of America, for volunteer opportunities: www.yvca.org
- An article about teenagers and volunteering: http://philanthropy.com/article/Half-of-American-Teenagers/135278/

The Influence of the Media

- *The Merchants of Cool* (Frontline PBS, PDF is available for teachers): http://www.pbs.org/wgbh/pages/frontline/shows/cool/

Paid Employment

- *Helping Students with Cognitive Disabilities Get a Job:* http://nichcy.org/wp-content/uploads/docs/ta3.pdf
- *Preparing Students with Disabilities for School-to-Work Transition and Postschool Life*: http://www.nasponline.org/resources/principals/Transition%20Planning%20WEB.pdf

NOTE TO TEACHER: Repeat the lesson using articles and other informational texts found in grade-level textbooks and from online resources.

When selecting articles:

1. Select an age-appropriate informational text.
2. Summarize the text (e.g., 700 - 900L).
3. Identify important key vocabulary.
4. Include graphs, tables, charts, etc.
5. Include a variety of text structures (e.g., sequence/process; events/enumeration/description; compare-contrast).
6. Include articles with a variety of purposes (i.e., inform, persuade, entertain).
7. Use graphic organizers to help students compare/contrast, identify main idea/topic, and retell key details.
8. Ask a variety of questions, including "wh" questions that are found on the page (i.e., factual recall) and from you head (i.e., inferential).
9. Develop response options for receptive responding.
10. Have fun!

BUILD TOWARDS GRADE-LEVEL COMPETENCE (Level 4 Text)
See ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON for Level 4 texts to use to build towards grade-level competence.

BUILD TOWARDS INDEPENDENT READING (Level 2 text)

READER OPTION (this step is optional for students who are learning to read independently): **Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning).

Step	Teacher shows each word (do not read it)	Student Response
1.	teen	Reads "teen." Points to teen. (If student needs help on these words, show how to sound it out /t/ /e/ /e/ /n/.)
2.	help	Reads "help." Points to help.
3.	name	Reads "name." Points to name.
4.	joy	Reads "joy." Points to picture of joy.
5.	hope	Reads "hope." Points to picture of emotion/hope.

Have the student read the text aloud (or silently) and then answer each comprehension question.

Level 2 Article – I am a Teen Volunteer

Hi. My name is Hamza. I am a teen. I want to be a volunteer.
But I am afraid I cannot because I have a disability. I do not want to mess up.
I decide to try it anyway. I like to help people.
I found out I can do a lot of things.
I have a lot to offer. It makes me feel good to volunteer.
I have been serving my community ever since.
I hope the things I have learned can help you.
Being a volunteer is important.
Volunteers help make communities better.
Good luck! I hope volunteering brings joy to you and others.

Comprehension Questions:
What did Hamza want to be? (a volunteer)
Why did Hamza think she could not volunteer? (she has a disability)
How does Hamza feel when she volunteers? (good)
Why does Hamza think being a volunteer is important? (make communities better)

GENERALIZATION ACROSS MATERIALS - Repeat this lesson using the article "Have a Great Freshman Year"		
Article	**"Wh" questions**	**Determine Author's Purpose**
Read "Have a Great Freshman Year"	**What is the title of the article?** (How to Have a Great Freshman Year) **How does the author organize the article?** (Tip #1, etc.) **What does the author conclude all freshman students want?** (friends) **What does the author recommend new students do to have a great year?** (get involved)	Use the Author's Purpose graphic organizer to determine the purpose the author has for writing the article. Place the following sentences in the correct column (i.e., inform, persuade, entertain). **- I am sharing what I learned my freshman year so that you can have a great freshman year, too.** **- It is very important to meet with the Head of Safety to come up with a plan in case of fire or drills, tornado, or medical issues.** **- It is important for people to get to know you because one day you may need to ask them for assistance or support.** **- Meet with your professors by yourself so they can get to know you.**
REAL LIFE READING. After completing the lesson, send a copy of each article and a list of comprehension questions with a response board home for homework practice. Bring a copy of a local newspaper to class and have students read the titles and look at the pictures. Incorporate the use of graphs, maps, and charts into daily instruction. Also, bring into the classroom various job applications to discuss and complete. Find on-line job applications on the Internet and compare the differences between written and online applications.		

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): High School Informational Text Progress Monitoring and Skills Test

All materials in this resource have been approved for public distribution with all necessary permissions. Selected excerpts are accompanied by annotated links to related media freely available online at the time of the publication of this document.

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this assessment were developed as part of the National Center and State Collaborative by Melissa Hudson, Alicia Saunders, Angel Lee, and Diane Browder at the University of North Carolina at Charlotte, and verified by Jean Vintinner, ELA content expert, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the U.S. Department of Education and no assumption of endorsement by the Federal government should be made.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

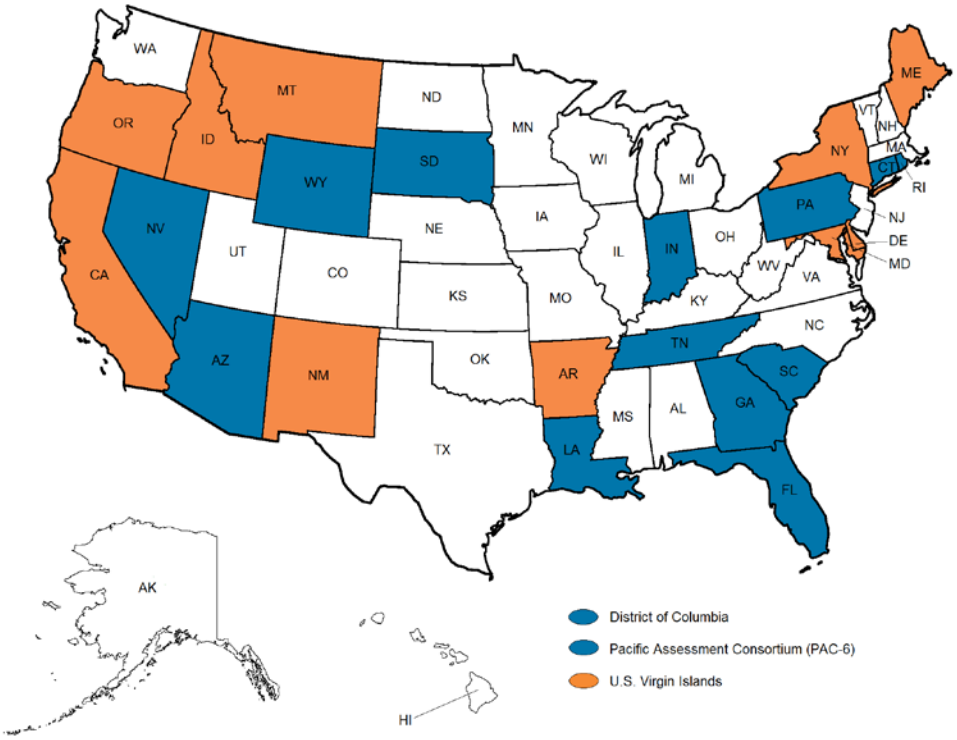
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): High School Informational Text Progress Monitoring and Skills Test

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High School LASSI Unit 2: Informational Text Formative Assessment Cover Sheet

The High School LASSI Informational Text Skills Test is an on demand performance assessment. The skills test should be administered prior to starting a LASSI unit to obtain a baseline score, and after a LASSI unit has been completed to obtain a posttest score. This data can be used to see student growth. Ideally, one additional administration of the skills test can be done during the midpoint of the LASSI instruction in order to monitor progress over time. This test will help the student practice responding in an alternate assessment format.

Student Name: Teacher Name:	Date: Baseline Score	Date: Midpoint Score	Date: Posttest Score	*Decision
Skills Test 1	/ 3	/ 3	/3	2 or more independent correct, move to Skills Test 2
Skills Test 2	/3	/ 3	/ 3	2 or more independent correct, move to Skills Test 3
Skills Test 3	/3	/ 3	/ 3	

INFORMATIONAL TEXT SKILLS TEST 1 (Lexile 480)

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

The Cold War

[1]World War II ended in 1945. [2]Soon after, the Cold War began. [3]The Cold War was the name of a problem between the US and the Soviet Union. [4]The US represented democratic countries of the West. [5]The Soviet Union represented communist countries of Eastern Europe. [6]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, **"Would you like me to read the sentences again before I ask you a question about them?"** Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates "yes."

1. The Cold War was between two countries. Which of these words describe the relationship between the two countries? (1112.RWL.c3)

Rivalry	Friendship

2. Look at/touch/point to the card with a summary of the story. (1112.Rl.b1)

The Cold War was a fight at the North Pole.	The Cold War was a problem between the US and the Soviet Union

3. Look at/touch/point to when the Cold War began. (1112.RL.d1)

After 1945.	Before 2010.

If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

INFORMATIONAL TEXT SKILLS TEST 2 (Lexile 540)

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

Democracy

[1]The Cold War was about different ideas. [2]The US and the west supported democracy. [3]A democracy is a government controlled by all the people in the country. [4]The Soviet Union supported communism. [5]Communism is a government controlled by a small group of people.

[6]The US never fought a physical battle with the Soviet Union. [7]Instead, they competed in other ways, like proxy wars, the space race, and the arms race. [8]It was called the Cold War because they never fought. [9]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, **"Would you like me to read the sentences again before I ask you a question about them?"** Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates "yes".

We just read about the Cold War. We are going to read part of it again. The word "competed" is in this part. After we read, I will ask you a question about the word "competed."

The US never fought a physical battle with the Soviet Union. Instead, they competed in other ways, like proxy wars, the space race, and the arms race. It was called the Cold War because they never fought.

1. Why did the author use the word “competed” in this part? (1112.RWL.c3)

To show when the Cold War took place.	
To show that the US and the Soviet Union were working against each other.	
To show that the Soviet Union was helping the US.	

Here is a summary of the story. Remember, a summary tells you what happened in the story.

[1]The Cold War was a disagreement about ideas. [2]The Soviet Union was communist, but the US was a democracy. [3]The Cold War wasn't a physical battle. [4]The two countries competed in other ways.

2. Which of these sentences shows that the Cold War wasn't a physical battle? (1112.Rl.b1)

The two countries competed in other ways.	
The Cold War was about winter.	
The Soviet Union was communist.	

3. **The Cold War was about different ideas. The author tells us that the Soviet Union supported communism, while the US supported democracy. Why did the author tell us about the different governments of the two countries?** (1112.RL.d1)

To show that government is very important.
To show that the Cold War started in 1945.
To show that the Soviet Union and the US were different.

If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

INFORMATIONAL TEXT SKILLS TEST 3 (Lexile 640)

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

Proxy

[1]The Cold War was made of proxy wars, the arms race, and the space race. [2]The US and the Soviet Union fought in proxy wars. [3]That means that they never fought with each other. [4]They supported different countries that were fighting in other wars instead. [5]The arms race was a contest where the US and the Soviet Union both tried to have the best weapons. [6]The space race was a contest where the US and the Soviet Union both tried to complete space missions first.

[7]The Cold War lasted until 1991. [8]It was over when the Soviet Union collapsed. [9]Instead of one big country, it was now 15 smaller countries. [10}There were no more proxy wars. [11]The arms race was over. [12]The space race was over. [13]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

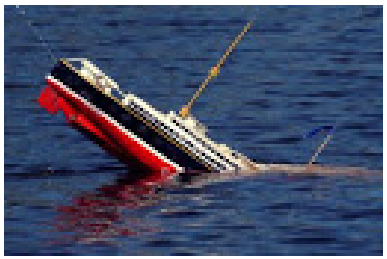
Note to Test Administrator: After reading passage and prior to asking each question, ask student, **"Would you like me to read the sentences again before I ask you a question about them?"** Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates "yes".

We just read about the Cold War. We are going to read part of it again. The word "collapsed" is in this part. After we read, I will ask you a question about the word "collapsed."

The Cold War lasted until 1991. It was over when the Soviet Union collapsed. Instead of one big country, it was now 15 smaller countries.

1. Why did the author use the word “collapsed” in this part? (1112.RWL.c3)

To show that the Soviet Union sank into the ocean.



To show that the Soviet Union won the Cold War.

To show that the Soviet Union wasn’t one country anymore.

Here is a summary of the story. Remember, a summary tells you what happened in the story.

[1]The Cold War was made of proxy wars, the arms race, and the space race. [2]The US and the Soviet Union helped different countries that were fighting each other. [3]The Soviet Union and the US both tried to have the best weapons and the first space missions. [4]The Cold War ended when the Soviet Union collapsed.

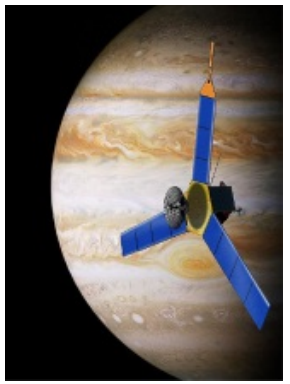
2. Which of these sentences shows that the Cold War was over? (1112.RI.b1)

The US and the Soviet Union helped different countries that were fighting each other.	
The Cold War ended when the Soviet Union collapsed.	
The Cold War ended when the US had the first space mission to the moon.	

3. The Cold War ended in 1991. The author tells us that the Cold War consisted of proxy wars, the arms race, and the space race. Why did the author tell us about those three different competitions? (1112.RL.d1)

To show that the Cold War was not a physical battle.

To show that the Cold War happened in space.



To show that the Soviet Union won the Cold War.

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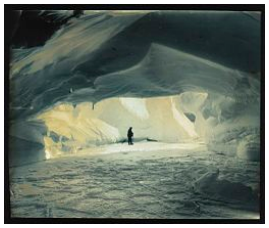	By National Library of Australia [CC0], via Wikimedia Commons	http://commons.wikimedia.org/wiki/File%3AAustralasian_Antarctic_Expedition.jpg
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National Center and State Collaborative

NCSC Instructional Resource Guide

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this Instructional Resource Guide were developed as part of the National Center and State Collaborative by Keri Bethune and Diane Browder at University of North Carolina at Charlotte, under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

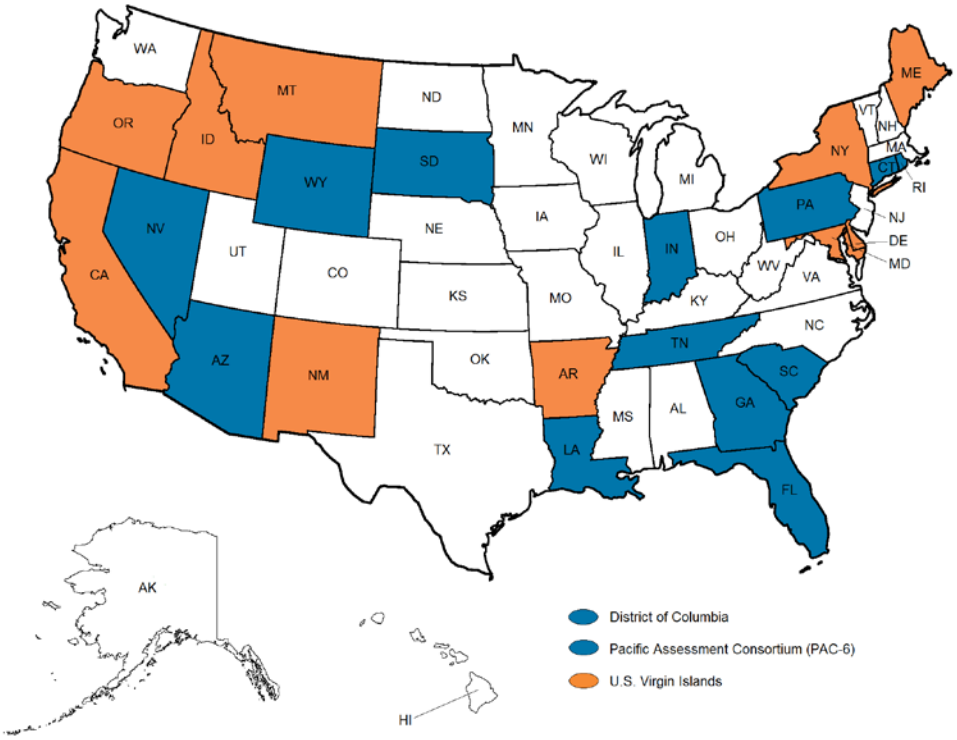
This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include: Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Massachusetts, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are: Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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National Center and State Collaborative

NCSC Instructional Resource Guide

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Instructional Resource Guide on Prompting and Instructional Strategies

The purpose of the Instructional Resource Guide:
• To provide guidance for teachers regarding evidence-based prompting and instructional strategies to be used to teach students with significant disabilities • To serve as a companion document to the MASSIs (Math Activities with Scripted Systematic Instruction) and LASSIs (Language Arts Scripted Systematic Instruction) • To help educators build knowledge of the essential systematic instructional methods and prompting strategies that are used in the MASSIs and LASSIs to teach students targeted skills

Systematic Instruction

Teaching focused on specific, measurable responses that may either be discrete or a chained task, and that are established through the use of defined methods of prompting and feedback based on the principles and research of ABA.

Will include:

- Prompting
- Feedback
- Format of instruction
- Task Analysis
- Repeated Trial

Time Delay

There are two types of time delay, constant time delay and progressive time delay. This Instructional Resource Guide focuses on Constant Time Delay; however, it does provide a brief explanation of Progressive Time Delay.

Additional Prompting Strategies

There are additional prompting strategies that are not covered in this instructional resource guide that may be helpful when teaching your students. These strategies were not included because they are not used in the MASSIs or LASSIs. These include, but are not limited to most to least prompting, simultaneous prompting, and graduated guidance.

Additional Resources

This brief guide is meant for quick reference. The following are teacher-friendly resources for educators who would like to learn more about these procedures.

Collins, B. (2012). *Systematic instruction for students with moderate and severe disabilities.* Baltimore, MD: Paul H. Brookes.

Alberto, P., & Troutman, A. (2012). *Applied behavior analysis for teachers*. 9th Ed. Upper Saddle River, NJ: Pearson.

Finding a Response Mode

It is important to identify the best way for your student to show what they know in each lesson. Here are some options to consider:

Point to the correct response when given an array

The number of options in the array may vary depending on the student's current skills. An array of 4 is often used with one correct answer, at least one plausible incorrect answer, and two other distractors. Be sure to vary the location of the correct answer in the array. This array can be placed on the students' communication system.

Pull-off

Some students have difficulty pointing but may be able to make a selection when the responses are attached to a page. The array of 4 options is used, but the student pulls the correct response.

Eye gaze

Students who do not have the motor skills to point, but have vision, may be able to indicate the response by looking at the correct option. The array can be attached to each corner of a piece of see-through plexiglass (available from most hardware stores). By looking through the plexiglass, the teacher can see where the student focuses his or her eyes to indicate the answer.

Say or Type

Some students can verbalize the correct answer. This answer may be given after viewing an array of options or by generating the answer when asked a question. Other students may be able to generate the answer by typing a response. Saying or typing the answer provides students with the most flexibility to describe what they know.

Show

Some learning can be demonstrating through showing the answer. The student may be able to indicate the area of the rectangle by moving his or her hand across the shape. Or, a student may answer a comprehension question by pantomiming the answer.

Write or type on computer

Sometimes the student may be able to write the answer, for example, by writing the correct number in an equation or writing the name of the main character in a story.

Use material from the lesson

Students may be able to show the correct math answer by using a number card or plastic numbers or with other manipulatives. Similarly, in language arts, the student may use a picture on the page in the book or prop that is used with a story to answer a comprehension question.

Remember: the response mode needs to be something students can do without assistance once they learn the material.

Constant Time Delay (CTD)

CTD is a form of errorless learning that can be used with discrete responses (e.g., number ID; vocabulary words, matching). If a student makes a lot of errors through guessing, it may take longer to learn the response. CTD teaches the student to WAIT for help if unsure of the correct answer, but ANTICIPATE (answer before the prompt) when sure.

First, use a zero delay round to introduce the skill. Give the cue to respond and prompt together to ensure correct responding. The student can only make an error if he or she does not imitate this response (if this happens, a better prompt may be needed or the student may need to be reminded to attend closely).

After a few trials (or sessions), wait a few seconds before giving the prompt to allow the student to anticipate the correct answer.

Zero Delay Round

Provide the task direction and immediately give the controlling prompt to teach the child the correct response. Reinforce the child's correct response.

For example (number identification):

1. Teacher says "Find three" while pointing to the number 3.
2. Student responds by pointing to the number 3.
3. Teacher reinforces the correct response by saying, "Good, that is three," and records the data (prompted correct).

Time Delay Round

After several trials/sessions at zero delay, move to a 3-5 second delay (pick a delay time that is appropriate for your student to start responding, but do not vary that delay length).

The task direction is given (target stimulus); wait 3-5 seconds delay time for the student to respond.

If no response after delay, then the controlling prompt is used. After the student gives the correct response offer praise. Record Data (prompted correct: P).

If an incorrect response is given, provide error correction procedures (usually the controlling prompt to prompt a correct response) and remind the student to wait if not sure.

If multiple errors occur, return to the zero delay condition.

For example:

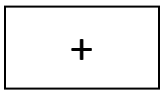
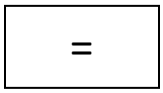
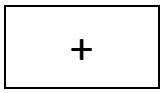
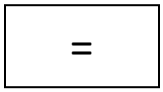
1. Teacher says "Find three" and waits 4 seconds (allowing the student to have a chance to answer).

2. IF the student independently points to 3, reinforce the correct response by saying “Good, that is three” and record the data (independent correct: “+”).

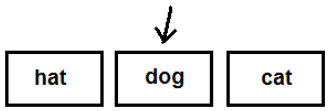
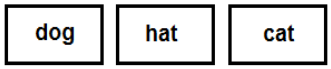
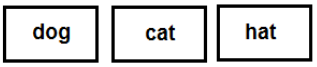
3. IF the student waits and does nothing, after 4 seconds the teacher points to the 3. After the student points to the 3, teacher records data (prompted correct: “P”).

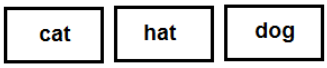
4. IF the student points to the wrong answer, teacher immediately points to the correct answer, does not reinforce and records the data (error: “-“).

Sample Script for CTD (Teaching Expressive Symbol Identification)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Zero Delay Round (Complete multiple trials/days as needed at the zero delay round)			
Card with + on it: 	"What symbol is this? Plus"	"Plus"	"Good, this is the plus sign, we use it to add."
Card with = on it: 	"What symbol is this? Equal"	"Equal"	"Good, this is the equal sign, it means the same."
Card with - on it:	"What symbol is this? Subtraction"	"Subtraction"	"Good, this is the subtraction sign, we use it to subtract."
4 Second Delay Round			
Card with + on it: 	"What symbol is this?" Wait 4 seconds.	Student responds "plus" before additional prompting.	"Good! You got it! This is the plus sign, which we use to add."
		Student responds incorrectly before additional prompting.	"Plus, this is the plus sign. If you don't know the answer, wait and I'll help you."
		Student waits (does not respond within 4 seconds).	"Plus, say plus. Good."
Card with = on it: 	"What symbol is this?" Wait 4 seconds.	Student responds "equal" before additional prompting.	"Good! You got it! This is the equal sign, it means the same."
		Student responds incorrectly before additional prompting.	"Equal, this is the equal sign. If you don't know the answer, wait and I'll help you."
		Student waits (does not respond within 4 seconds).	"Equal, say equal. Good."
Card with - on it:	"What symbol is this?" Wait 4 seconds.	Student responds "subtraction" before additional prompting.	"Good! You got it! This is the subtraction sign, which we use to subtract."
		Student responds incorrectly before additional prompting.	"Subtraction, this is the subtraction sign. If you don't know the answer, wait and I'll help you."
		Student waits (does not respond within 4 seconds).	"Subtraction, say subtraction. Good."

Sample Script for CTD (Teaching Receptive Word Identification)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Zero Delay Round (Complete multiple trials/days as needed at the zero delay round)			
**Note: distracters can be made very different in the beginning (e.g., a blank card or a card with a picture of an unrelated item), but eventually should be similar items, such as cards other targeted symbols (e.g., cat, dog, or hat).* ***Note: Shuffle cards and distracters between every trial.*			
Card with the word cat on it and two distracters: 	Point to word cat and say "Touch cat."	Student touches word cat.	"Good, that says cat."
Card with the word dog on it and two distracters: 	Point to word dog and say "Touch dog."	Student touches the word dog.	"Good, that says dog."
Card with the word hat on it and two distracters: 	Point to word hat and say "Touch hat."	Student touches the word hat.	"Good, that says hat."
4 Second Delay Round			
Card with the word cat on it and two distracters: 	"Touch cat." Wait 4 seconds.	Student touches cat before additional prompting.	"Good! You got it! That says cat."
		Student responds incorrectly before additional prompting.	Point to the word cat. Say: "This is cat. If you don't know the answer, wait and I'll help you."
		Student waits (does not respond within 4 seconds).	Point to the word cat. Say: "This is cat." After they point say "Good."
Card with the word dog on it and two distracters: 	"Touch dog." Wait 4 seconds.	Student touches dog before additional prompting.	"Good! You got it! That says dog."
		Student responds incorrectly before additional prompting.	Point to the word dog. Say: "This is dog. If you don't know the answer, wait and I'll help you."
		Student waits (does not respond within 4 seconds).	Point to the word dog. Say: "This is dog." After they point say "Good."
Card with the word hat on it and two distracters:	"Touch hat." Wait 4 seconds.	Student touches hat before additional	"Good! You got it! That says hat."

Materials	Teacher Says/Does	Student Response	Teacher Feedback
		prompting.	
		Student responds incorrectly before additional prompting.	Point to the word hat. Say: “This is hat. If you don’t know the answer, wait and I’ll help you.”
		Student waits (does not respond within 4 seconds).	Point to the word hat. Say: “This is hat.” After they point say “Good.”

Some Tips for Using Time Delay

What do I do if my student keeps guessing/ making errors?

Progressive Time Delay. If students begin to make errors whenever the teacher delays the prompt, it may be better to use Progressive Time Delay (PTD). In this approach, the prompt is delayed by a very small increment of time (e.g., 2 seconds). Then the delay is gradually and systematically lengthened, allowing the student more time to respond independently.

Examples:

- 0 seconds, 1 second, 2 seconds, 3 seconds
- 0 second, 2 seconds, 4 seconds, 6 seconds

The teacher can also use "Wait training." Begin with blank index cards and teach the student to point where you point (or say what you say) after waiting for a specified amount of time.

What do I do if my student always waits/ never anticipates a correct response?

Try using a longer delay interval.

More potent reinforcement for independent responses only may motivate the student to anticipate the response. Tell the student how to earn the reinforcer (answer without help).

What if the student does not imitate the prompt?

For some students who do not imitate a model, an alternative is to use physical guidance as the controlling prompt.

What if the response requires matching?

Give the student the card to be matched. When prompting, point to the correct answer on the array. The student places the card to indicate the match.

What if the student responds by eye gazing?

The prompt can still be pointing to the correct option. If this is not salient enough, leave your finger on the correct answer until the student selects it.

Can I use CTD with a chained response like calculator use?

Yes. On the first day model each response (each step of the task analysis) and have the student repeat it (e.g., point to the key on the calculator, don't actually press it. Let the student actually press it). Then on the time delay trials, wait the designated number of seconds before prompting each step.

For more ideas, see Additional Resources or consult with an expert in applied behavior analysis.

System of Least Prompts (also known as Least Intrusive Prompting [LIP] or Least to Most Prompting)

Can be used with a task analysis or a chain of behaviors (e.g., entering a multistep equation into a calculator) or a discrete task (e.g., identifying numbers).

A hierarchy of prompts (with a time delay between each prompt) is used on each step of the task analysis (e.g., verbal, gesture/model, physical) until the student makes the targeted response.

Guidelines for Using System of Least Prompts

1. Select 3 – 4 prompts in the hierarchy (e.g., verbal, gesture/model, physical). Remember these prompts can be adapted for students with a range of sensory impairments.

   Examples:

   - Students with visual impairments: partial verbal, full verbal, physical
   - Students with hearing impairments: sign/gesture, model, physical
   - If the task involves literal text recall, use the modified System of Least Prompts hierarchy: verbal 1, verbal 2, model, physical (see diagram on pg. 18 and sample script pg. 21-22)

2. Provide the task direction/natural cue (e.g., “Use your calculator to solve the equation 8 x 12 = ?”; “What was the dog’s name?”)

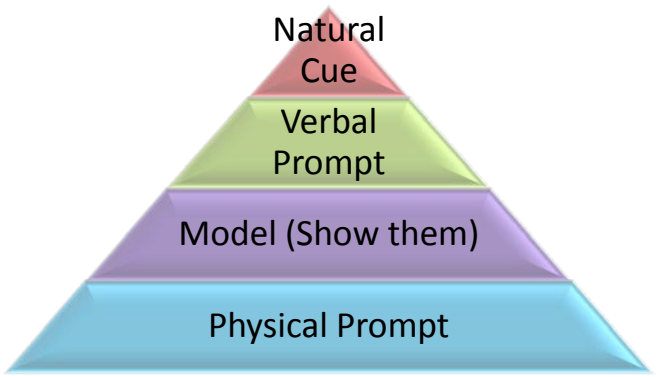
3. Always give the student an opportunity to make the correct response before providing any prompting on each step of the task analysis.

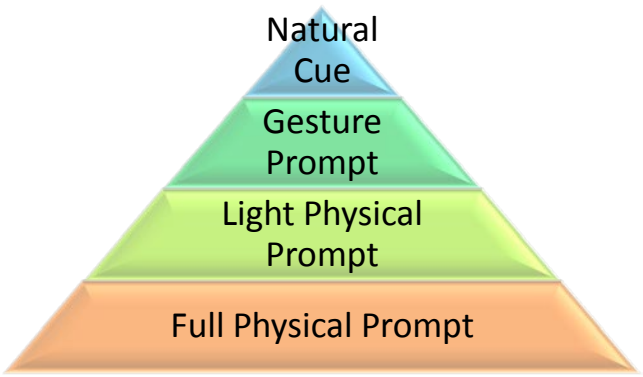
4. Use the least intrusive prompt first and progress to more intrusive prompts until the learner responds correctly (usually 3 to 5 second delay between prompts).

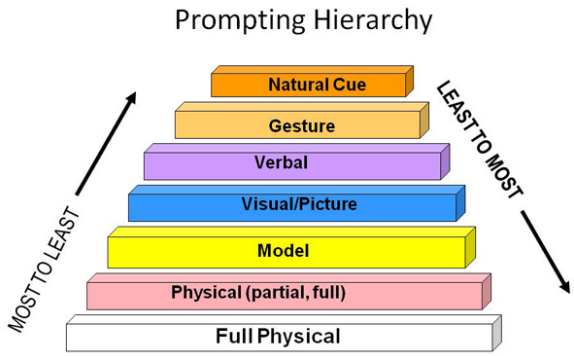
5. If the student makes an error, immediately provide the most intrusive prompt to ensure the student makes a correct response. For literal text recall, if the student makes an error, immediately move on to the next prompt in the hierarchy (see diagram on pg. 18).

6. Encourage and praise the student after independent, correct responses.

Examples of Prompting Hierarchies







http://mast.ecu.edu/modules/ta/lib/images/slide11.jpg

Prompting Hierarchy for Literal Text Recall

Natural Cue: Question (e.g., Who is the main character?)

Verbal Prompt 1: Reread 3 sentences containing answer

Verbal Prompt 2: Reread sentence containing answer

Model Prompt: Reread answer and point to it in text

Physical Prompt: Hand over hand assistance to point to answer on response board and state answer

Sample Script for System of Least Prompts (Calculator Use)

Steps/Materials	Teacher Says/Does	Student Response	Teacher Feedback
**Note: In this example, if the student presses the wrong button, the teacher will have to clear the calculator and re-enter the equation up to the step the student was working on when the error occurred.*			
1. Student has worksheet with 8 x 12 = _____ on it, a calculator, and a pencil.	"Use your calculator to solve this equation: Eight times twelve equals?"	Correct: Student enters 8 into calculator.	"Good." Or wait for them to initiate the next step (2).
		Student makes an error.	Provide an immediate physical prompt (take their hand and help them press 8 in the calculator).
		Student does not respond.	Wait 3-5 seconds. Provide a verbal prompt "Push 8."
		No response after being given a verbal prompt.	Wait 3-5 seconds. Provide a gesture prompt (point to the 8 on the calculator).
		No response after being given a gesture prompt.	Wait 3-5 seconds. Provide a physical prompt (take their hand and help them press 8 in the calculator).
2. See above.	N/A (student should start the next step automatically after completing the previous step). Teacher can say "What's next?" or "Keep going."	Correct: Student enters the x into calculator.	"Good." Or wait for them to initiate the next step (3).
		Student makes an error.	Provide an immediate physical prompt (take their hand and help them press x in the calculator).
		Student does not respond.	Wait 3-5 seconds. Provide a verbal prompt "Push the x."
		No response after being given a verbal prompt.	Wait 3-5 seconds. Provide a gesture prompt (point to the x on calculator).
		No response after being given a gesture prompt.	Wait 3-5 seconds. Provide a physical prompt (take their hand and help them press x in the calculator).
3. See above.	N/A (student should start the next step automatically after completing the previous step). Teacher can say "What's next?" or "Keep going."	Correct: Student enters 12 into calculator.	"Good." Or wait for them to initiate the next step (4).
		Student makes an error.	Provide an immediate physical prompt (take their hand and help them press 12 in the calculator).
		Student does not respond.	Wait 3-5 seconds. Provide a verbal prompt "Push 12."
		No response after being given a verbal prompt.	Wait 3-5 seconds. Provide a gesture prompt (point to the 12 on the calculator).
		No response after being given a gesture prompt.	Wait 3-5 seconds. Provide a physical prompt (take their hand and help them press 12 in the calculator).
4. See above.	N/A (student should start the next step	Correct: Student enters = into calculator.	Or wait for them to initiate the next step (5).

Steps/Materials	Teacher Says/Does	Student Response	Teacher Feedback
	automatically after completing the previous step). Teacher can say "What's next?" or "Keep going."	Student makes an error.	Provide an immediate physical prompt (take their hand and help them press = in the calculator).
		Student does not respond.	Wait 3-5 seconds. Provide a verbal prompt "Push =."
		No response after being given a verbal prompt.	Wait 3-5 seconds. Provide a gesture prompt (point to the = on the calculator).
		No response after being given a gesture prompt.	Wait 3-5 seconds. Provide a physical prompt (take their hand and help them press = in the calculator).
5. See above.	"What is eight times twelve?"	Correct: Student writes/stamps/says/selects 96.	"Good work! Eight times twelve equals ninety-six."
		Student makes an error.	Provide an immediate physical prompt (take their hand and help them write/stamp/say/select 96).
		Student does not respond.	Wait 3-5 seconds. Provide a verbal prompt "Look at the calculator."
		No response after being given a verbal prompt.	Wait 3-5 seconds. Provide a gesture prompt (point to the 96 on the calculator).
		No response after being given a gesture prompt.	Wait 3-5 seconds. Provide a physical prompt (take their hand and help them write/stamp/ say/select 96).

Sample Script for System of Least Prompts (Text Based Literal Recall)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
****Note: Student either reads an appropriate leveled text or has the appropriate leveled text read to them prior to asking literal recall questions. For example:* It was early morning when Ben woke up in his racecar bed. He was hungry for breakfast so we walked into the kitchen. Ben's mom was making pancakes. She put two pancakes with syrup and butter on his plate. Then she said "You better eat quickly, the bus comes at 8:00, and you don't want to miss it." **Note: If needed, students may also have response options provided. Response options should include all types of possible responses (e.g., what, who, where, when, what doing both from the story and non-plausible options).			
Student has entire text with adaptations if needed (e.g., Braille, picture symbols, objects, etc.).	Teacher asks literal recall question (i.e., question can be found in the text): "What was mom cooking?"	Correct: Student responds "pancakes." Student makes an error/does not respond.	"Good. She was making pancakes!" After 3-5 seconds, provide student with Verbal Prompt 1, which is to read 3 sentences of text containing the answer. "It was early morning when Ben woke up in his racecar bed. He was hungry for breakfast so we walked into the kitchen. Ben's mom was making pancakes."
	Teacher asks question again: "What was mom cooking?"	Correct: Student responds "pancakes." Student makes an error/does not respond after rereading the text.	"Good. She was making pancakes!" After 3-5 seconds, provide student with Verbal Prompt 2, which is to read the sentence of text containing the answer. "Ben's mom was making pancakes."
	Teacher asks question again: "What was mom cooking?"	Correct: Student responds "pancakes." Student makes an error/does not respond after rereading the text.	"Good. She was making pancakes!" After 3-5 seconds, provide student with a model prompt, which is to read and point to the answer, "pancakes".

Materials	Teacher Says/Does	Student Response	Teacher Feedback
	Teacher asks question again: "What was mom cooking?"	Student makes an error/does not respond after rereading the text.	After 3-5 seconds, point to the answer on response board and state answer. "Pancakes." Provide a physical prompt (hand over hand assistance) for student to point to correct response.
Student has entire text with adaptations if needed (e.g., Braille, picture symbols, objects, etc.).	Example #2 ("who" question): Teacher asks who question: "Who woke up in a race car bed?"	Correct: Student responds "Ben." Student makes an error/does not respond.	"Good. Ben woke up in a race car bed!" After 3-5 seconds, provide student with Verbal Prompt 1, which is to read 3 sentences of text containing the answer. "It was early morning when Ben woke up in his racecar bed. He was hungry for breakfast so we walked into the kitchen. Ben's mom was making pancakes."
	Teacher asks who question: "Who woke up in a race car bed?"	Correct: Student responds "Ben." Student makes an error/does not respond after rereading the text.	"Good. Ben woke up in a race car bed!" After 3-5 seconds, provide student with Verbal Prompt 2, which is to read the sentence of text containing the answer. "It was early morning when Ben woke up in his racecar bed."
	Teacher asks who question: "Who woke up in a race car bed?"	Correct: Student responds "Ben." Student makes an error/does not respond after rereading the text.	"Good. Ben woke up in a race car bed!" After 3-5 seconds, provide student with a model prompt, which is to read and point to the answer. "Ben".
	Teacher asks who question: "Who woke up in a race car bed?"	Correct: Student responds "Ben." Student makes an error/does not respond after rereading the text..	"Good. Ben woke up in a race car bed!" After 3-5 seconds, point to the answer on response board and state answer. "Ben." Provide a physical prompt (hand over hand assistance) for student to point to correct response.

Model, Lead, Test

Model, lead, test is also known as “I do,” “we do,” “you do.”

It is a form of scaffolding that begins with teacher modeling and guidance to support student learning.

As the student progresses, the teacher should provide less support and helps students gain independence with the skill or task.

This can be especially helpful when teaching students academic skills with multiple steps, such as using the Pythagorean Theorem or completing a graphic organizer.

Steps to Using Model, Lead, Test

1. First (Model or “I do”), the teacher models the skill/task/strategy while students watch.
2. Next (Lead or “we do”), the teacher leads the students to use the skill/task/strategy simultaneously with the teacher.
3. Last (Test or “you do”), the teacher has the students complete the skill/task/strategy independently and observes to see if they responded correctly.

Guidelines for Using Model, Lead, Test

Student(s) must respond with a predetermined level of accuracy during the test phase to consider the skill mastered prior to moving on; for example, 80% accuracy for 2 consecutive sessions.

If students make an error, a correction is provided in the form of modeling the correct response, then having the student correctly perform the step.

Model, Lead, Test is not appropriate for students who are not able to observe someone perform an action and attempt to imitate that action (e.g., students without imitation skills).

You can easily test this by observing the student performing a few behaviors/movements (e.g., raising their hand, clapping their hands, and folding their hands). The point of this step is to ensure the student is physically capable of performing the behavior.

Then, secure the student’s attention and say “do this” while completing the action (e.g., clap your hands). Do NOT say “clap your hands.”

If the student attempts to imitate the action (e.g., claps their hands) then model, lead, test may be an appropriate teaching strategy for that student.

Sample Script for Model, Lead, Test (Measuring Length in Inches with Ruler)

Steps/Materials	Teacher Says/Does	Student Response	Teacher Feedback
Model			
Teacher: 1. Pencil (to measure) 2. Clearly labeled ruler	"We can use a ruler to measure the length of an item. Watch me measure the length of this pencil." Line up the ruler to the pencil and say, "First, I line up the ruler alongside the pencil, starting at zero."	Student watches.	"Good watching me."
See above.	Move your finger to the end of the pencil and point to the corresponding number on the ruler and say, "Then I move my finger to the end of the pencil."	Student watches.	"Good watching me."
See above.	"Now I read the number on the ruler that is closest to the end of the pencil. Look this pencil measures seven inches."	Student watches.	"Good watching me."
Lead			
Teacher and Student: 1. Marker (to measure) 2. Clearly labeled ruler	"Now, let's measure the marker. Let's do it together, watch me and do what I do." Line up the ruler to the marker and say "First, line up the ruler alongside the marker, starting at zero."	Student lines up the ruler alongside the marker, starting at zero.	"Good lining up the marker with the zero on your ruler."
See above.	Move your finger to the end of the marker and point to the corresponding number on the ruler and say, "Then move your finger to the end of the marker."	Student moves their finger to the end of their marker.	"Good moving your finger to the end of your marker."
See above.	"Now read the closest number on the ruler. Look this marker measures six inches. How long is your marker?"	Student correctly says/selects/indicates the length of their marker.	"Great work measuring the marker!"
Test			
Students: 1. Spoon (to measure) or other object 2. Clearly labeled ruler	"Ok, now it's your turn. Measure the spoon."	Student lines up the spoon alongside the ruler, starting at zero.	"Good lining up the spoon with the zero on your ruler."
		Student makes an incorrect response or no response.	"Watch me" and model the correct response, then have the student complete it correctly (not scored).
See above.	N/A	Student moves their finger to the end of their spoon.	"Good moving your finger to the end of your spoon."

Steps/Materials	Teacher Says/Does	Student Response	Teacher Feedback
		Student makes an incorrect response or no response.	"Watch me" and model the correct response, then have the student complete it correctly (not scored).
See above.	N/A	Student correctly says/selects/indicates the length of their spoon.	"Great work measuring the spoon!"
		Student makes an incorrect response or no response.	"Watch me" and model the correct response, then have the student complete it correctly (not scored).

Example/Non-Example Training

Most behaviors need to be performed in response to a variety of different cues, situations, and stimuli. Using example/non-example training is one way to approach teaching students the concepts in a way that will generalize to all of the different cues, situations, and stimuli where they might need it.

Teaching sufficient examples is important when teaching students to respond to all possible demonstrations of a concept.

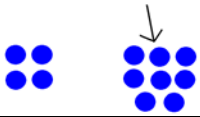
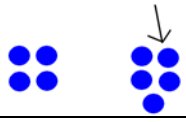
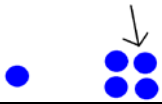
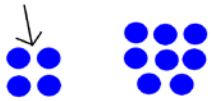
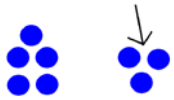
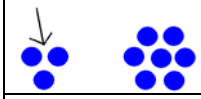
Teaching non-examples is how you teach students when *not* to display the target behavior you are trying to teach. This is important to determine whether or not they truly understand a concept.

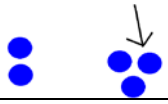
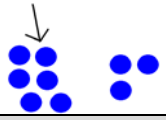
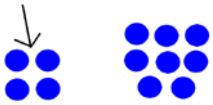
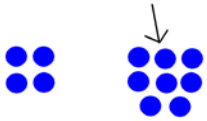
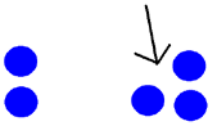
For example: If you teach a student to respond “three” when shown the written number 3, but they also say “three” when shown the numbers 1-9, then they have not mastered the concept of 3.

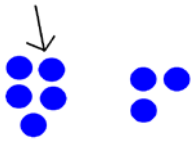
Guidelines for Using Example/Non-Example Training

- Examples and non-examples should be intermixed throughout the teaching process.
- Examples should include a sufficient number of examples that encompass as many possible features of the concept so that students can generalize to untrained examples.
- Generally, generalization of the concept is more likely to successfully occur when more examples and non-examples are used during instruction.
- The actual number of examples and non-examples that need to be included vary according to the skill being taught and the needs of the individual student.
- Non-examples are not always clear enough or occur too infrequently in the natural environment for students to learn when *not* to display the behavior; therefore, explicitly teaching them can be helpful.
- Non-examples should be presented and taught by examining how closely they differ from the example. The most effective non-examples are close-in non-examples that have minimal differences from the actual example; this helps the student discriminate with precision.
- When teaching examples and non-examples, vary only the relevant feature during any particular session. Non-relevant features can be varied from session to session, but not within a session.

Sample Script for Example, Non-Example Training (Teaching Concept of <)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Examples (Vary only the relevant feature)			
Picture of two different amounts. 	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts.	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts. 	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts. 	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Interspersed Examples and Non-Examples (Randomize order of trials)			
Picture of two different amounts. 	Point to the smaller amount and say "Not greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts. 	Point to the smaller amount and say "Not greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts. 	Point to the larger amount and say "Not greater."	Student watches.	"Good watching." Or no response.
Picture of two same amounts.	Point to both amounts and say "Not greater."	Student watches.	"Good watching." Or no response.

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Picture of two different amounts. 	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Picture of two same amounts.	Point to both amounts and say "Not greater."	Student watches.	"Good watching." Or no response.
Picture of two different amounts. 	Point to the larger amount and say "This is greater."	Student watches.	"Good watching." Or no response.
Student Responses (Randomize order of trials)			
Picture of two different amounts. 	Point to the smaller amount and say "Ok, now it's your turn. Is this a greater or not greater?"	Student responds "not greater" vocally, by using symbols, or an assistive technology device.	"Good, this is not greater."
		Student makes an incorrect response or no response.	"Not greater. Repeat after me… not greater." Then repeat 3 trials of you demonstrating greater/not greater before moving to the next trial (not scored).
Picture of two different amounts. 	Point to the larger amount and say "Ok, now it's your turn. Is this a greater or not greater?"	Student responds "greater" vocally, by using symbols, or an assistive technology device.	"Good, this is greater."
		Student makes an incorrect response or no response.	"Greater. Repeat after me… greater." Then repeat 3 trials of you demonstrating greater/not greater before moving to the next trial (not scored).
Picture of two different amounts. 	Point to the larger amount and say "Ok, now it's your turn. Is this a greater or not greater?"	Student responds "greater" vocally, by using symbols, or an assistive technology device.	"Good, this is greater."
		Student makes an incorrect response or no response.	"Greater. Repeat after me… greater." Then repeat 3 trials of you demonstrating greater/not greater before moving to the next trial (not scored).
Picture of two same amounts.	Point to one amount and say "Ok, now it's your turn. Is this a greater or not greater?"	Student responds "not greater" vocally, by using symbols, or an assistive technology device.	"Good, this is not greater."

Materials	Teacher Says/Does	Student Response	Teacher Feedback
		Student makes an incorrect response or no response.	"Not greater. Repeat after me… not greater." Then repeat 3 trials of you demonstrating greater/not greater before moving to the next trial (not scored).
Picture of two different amounts. 	Point to the larger amount and say "Ok, now it's your turn. Is this a greater or not greater?"	Student responds "greater" vocally, by using symbols, or an assistive technology device.	"Good, this is greater."
		Student makes an incorrect response or no response.	"Greater. Repeat after me… greater." Then repeat 3 trials of you demonstrating greater/not greater before moving to the next trial (not scored).

Generalization When Using Example, Non-Example Training

In order to promote generalization, use different objects/pictures on different days (e.g., on day two use apples, day three use cars, day four use hats, day five use star stickers). Do not vary objects within a session (e.g., if you are using apples, continue to use apples for that entire session). Use the same script as above, simply using the other objects.

Once the student masters greater than in the above format now introduce new formats. These include greater than with volume and greater than with numbers.

Once the student masters greater than in the above format, now introduce the symbol (>). Teach students to identify the amount that is greater and turn the opening of the symbol to the greater than amount.

Only after the student has fully mastered the concept of greater, then introduce the concept of less than (e.g., do not teach opposing concepts simultaneously). Use the same procedures as above (less than, not less than) to teach less than; however, if you are showing students a trial of “not less than” you should accept a response of either “not less than” or “greater.”

Sample Script for Example, Non-Example Training (Teaching Setting)

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Examples (Vary only the relevant feature)			
**Note: Student either reads an appropriate leveled text or has the appropriate leveled text read to them prior to teaching setting. For example:* It was early morning when Ben woke up in his racecar bed. He was hungry for breakfast so we walked into the kitchen. Ben's mom was making pancakes. She put two pancakes with syrup and butter on his plate. Then she said "You better eat quickly, the bus comes at 8:00, and you don't want to miss it." Ben ate his pancakes and ran outside. He got on the bus and rode to school. He was excited about school because there was a book fair going on in the library. ***Note: If needed, students may also have response options provided. Response options should include all types of possible responses (e.g., plausible and non-plausible).*			
Picture or symbol for kitchen with the word "kitchen."	Hold up the kitchen visual. "Setting is a place that is in a story. The kitchen is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for outside with the word "outside."	Hold up the outside visual. "Outside is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for school with the word "school."	Hold up the school visual. "School is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for library with the word "library."	Hold up the library visual. "Library is a setting in our story."	Student watches.	"Good watching." Or no response.
Interspersed Examples and Non-Examples (Randomize order of trials)			
Picture or symbol for Ben with the word "Ben."	Hold up the Ben visual. "Ben is NOT a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for pancakes with the word "pancakes."	Hold up the pancakes visual. "Pancakes are NOT a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for outside with the word "outside."	Hold up the outside visual. "Outside is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for gym with the word "gym."	Hold up the gym visual. "Gym is NOT a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for kitchen with the word "kitchen."	Hold up the kitchen visual. "The kitchen is a setting in our story."	Student watches.	"Good watching." Or no response.
Picture or symbol for mom with the word "mom."	Hold up the mom visual. "Mom is NOT a setting in our story."	Student watches.	"Good watching." Or no response.

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Picture or symbol for library with the word "library."	Hold up the library visual. "Library is a setting in our story."	Student watches.	"Good watching." Or no response.
Student Responses (Randomize order of trials)			
Picture or symbol for books with the word "books."	Hold up the books visual. "Okay, now your turn. Are books a setting in our story?"	Student responds "not a setting" vocally, by using symbols, or an assistive technology device.	"Good, books are not a setting."
		Student makes an incorrect response or no response.	"Not a setting. Books are not a place in our story. Repeat after me… not a setting." Then repeat 3 trials of you demonstrating setting/not a setting before moving to the next trial (not scored).
Picture or symbol for school with the word "school."	Hold up the school visual. "Is school a setting in our story?"	Student responds "setting" vocally, by using symbols, or an assistive technology device.	"Good, the school is a setting."
		Student makes an incorrect response or no response.	"Setting. The school is a place in our story. Repeat after me… setting." Then repeat 3 trials of you demonstrating setting/not setting before moving to the next trial (not scored).
Picture or symbol for kitchen with the word "kitchen."	Hold up the kitchen visual. "Is kitchen a setting in our story?"	Student responds "setting" vocally, by using symbols, or an assistive technology device.	"Good, the kitchen is a setting."
		Student makes an incorrect response or no response.	"Setting. The kitchen is a place in our story. Repeat after me… setting." Then repeat 3 trials of you demonstrating setting/not setting before moving to the next trial (not scored).
Picture or symbol for park with the word "park."	Hold up the park visual. "Is park a setting in our story?"	Student responds "not a setting" vocally, by using symbols, or an assistive technology device.	"Good, the park is not a setting."
		Student makes an incorrect response or no response.	"Not a setting. The park is not a place in our story. Repeat after me… not a setting." Then repeat 3 trials of you demonstrating setting/not a setting before moving to the next trial (not scored).

Materials	Teacher Says/Does	Student Response	Teacher Feedback
Picture or symbol for library with the word “library.”	Hold up the library visual. “Is library a setting in our story?”	Student responds “setting” vocally, by using symbols, or an assistive technology device.	“Good, the library is a setting.”
		Student makes an incorrect response or no response.	“Setting. The library is a place in the story. Repeat after me… setting.” Then repeat 3 trials of you demonstrating setting/not setting before moving to the next trial (not scored).

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