

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.



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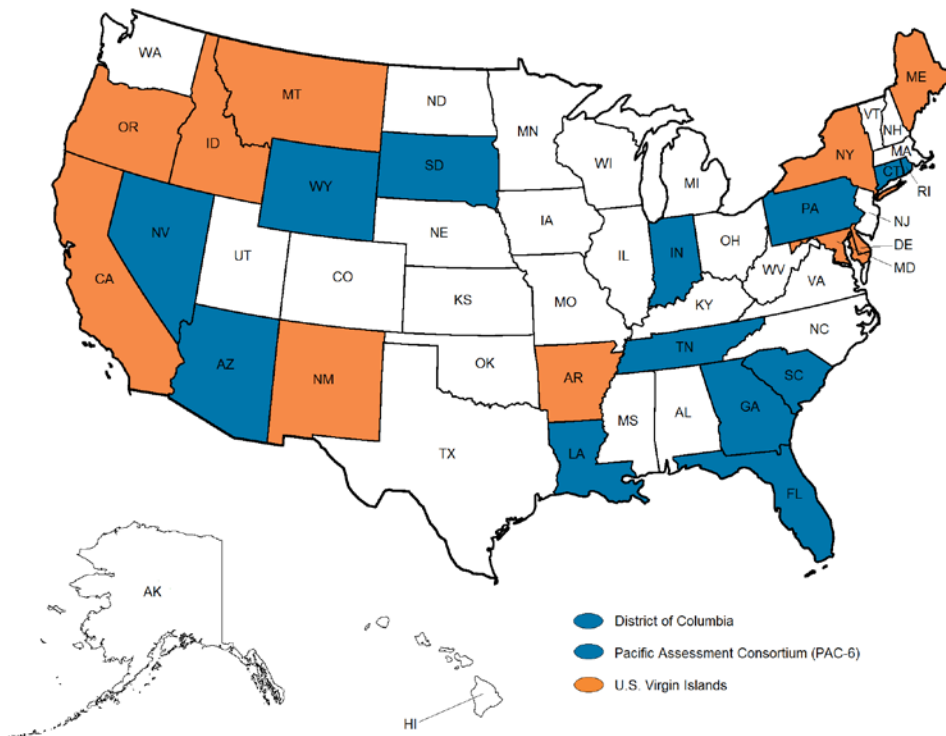


National Center and State Collaborative

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.



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

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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)
<p>Reading Literature</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text, summarizes the text.</p>
<p>Reading Informational Text</p> <p>RI 3.2 Determine and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.</p> <p>RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Writing</p> <p>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.</p> <p>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.</p>
Learning Progressions Frameworks Progress Indicator
<p>E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p> <p>E.RL.k Identifying central ideas and key details to derive author’s purpose, message or theme</p>

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. 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.

E.RL.I 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.i1** Describe a character’s traits in a story using details from the text and illustrations.
- **3.RL.i2** Explain a character’s motivation in a story using the character’s thoughts, words, and actions as evidence from the text.
- **3. RL.i3** Explain a character’s feelings in a story using the character’s thoughts, words, and actions as evidence from the text.
- **4.RL.i1** Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
- **4.RL.i2** 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: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 for 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.

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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.

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.
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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

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:

- d. Using his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.).
- 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.)

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).

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2. As the teacher reads the title and provides a brief description:
 - c. Provide symbol-based text for the title and have the student follow along.
 - d. 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:

- e. Using his or her preferred mode of communication (verbalizing, pointing, using an augmentative and alternative communication system, etc.)
- 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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<http://www.merriam-webster.com/dictionary/trudge>

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 from 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

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- 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 text) 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 text 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 text and the characteristics of each.

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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

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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.14 and 4.WI.15)

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.

National Center & State Collaborative (NCSC), Human Development Institute, University of Kentucky. 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.

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.

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- 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.13)

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 in 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 in answering questions.

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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*

NAAC Sample Instructional Unit

ELA: Elementary Grades 3-4

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:

<p>4</p>	<p>Names a special person</p> <p>Explains why they felt special Provides at least three supporting details</p> <p>Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time</p>	<p>Names a special person</p> <p>Provides two supporting details</p> <p>Explains why they felt special</p>
<p>3</p>	<p>Names a special person</p> <p>Explains why they felt special Provides two supporting details</p> <p>Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time</p>	<p>Names a special person</p> <p>Provides two supporting details</p>
<p>2</p>	<p>Names a special person</p> <p>Attempts to explain why they felt special</p> <p>Provides several details but only one is a supporting detail</p> <p>Utilizes appropriate language conventions: capitalization, punctuation, spelling, some of the time</p>	<p>Names a special person</p> <p>Provides one supporting detail</p>
<p>1</p>	<p>Names a special person</p> <p>Attempts to explain why they felt special</p> <p>Provides no supporting details</p> <p>Rarely utilizes appropriate language conventions: capitalization, punctuation, spelling</p>	<p>Names a special person</p>