



Louisiana Connector Essential Elements Card

- Aligned to "Tara Vignette" from February Collaboratives -

Louisiana Student Standard RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Louisiana Connector LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).

Suggested Instructional Strategies:

Write to Understand

- **Story Elements Chart:** During and after reading a text, create a story elements chart with the class to answer questions about and make relationships between key details in the text.

Title	Characters	Setting	Plot	Theme
_____	_____	_____	_____	_____

Discuss to Understand

- **5W Questions:** Before, during, and after reading the text, ask students 5 W Questions (examples are listed below):
 - Who are the characters in the story?
 - Where does the story take place?
 - When does this story take place?
 - What happened in the story?
 - Why do you think this happened?
- **Think, Pair, Share:** Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer they can share their thoughts with the rest of the class.

- **Discussion Webs:** Write a question about the story in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "Who are the characters?" in the middle of the web. Then, on extended lines students can offer responses to the question. During the discussion, ask students to draw relationships between the various elements.

Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.

Suggested Supports and Scaffolds:

- Graphic organizers (Web)
- Interactive whiteboard and/or chart paper
- Read aloud texts
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details



Adapting Lesson Plans

- Aligned to “Tara Vignette” from February Collaboratives –

It is important to adapt lessons designed for the whole class into individualized activities where needed. Here is a proposed pathway for adapting lessons for students with significant disabilities. The example used is based on the “Tara” vignette used during the January/February Collaboratives.

<p>Step 1 – Identify whole class standard and lesson</p>	<p>Tara’s teacher identified that the whole class would be working on the “Because of Winn Dixie” unit, specifically the standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>Step 2 – Identify aligned Louisiana Connector</p>	<p>Tara’s teacher identified the aligned Louisiana Connector: LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>
<p>Step 3 – Create student-specific objective and assessment</p>	<p>Tara’s teacher created a specific objective for Tara to begin the unit: <i>Student will be able to identify main characters in “Because of Winn Dixie” by selecting appropriate figurines for each character.</i></p>
<p>Step 4 – Create aligned activities</p>	<p>Tara’s teacher creates an individualized activity to introduce Tara to the characters in the novel: <i>“Discuss to understand” - Tara is introduced to characters and learns to distinguish among them.</i></p>
<p>Step 5 – Identify appropriate supports and scaffolds</p>	<p>Tara’s teacher identifies the appropriate ways to scaffold the introduction of the characters:</p> <ul style="list-style-type: none"> • Two objects placed on Tara’s tray (girl, dog) • Tara is shown and then touches each one • No-delay trial “This is Winn Dixie, the dog” with hand-over-hand placement • Check for understanding “You find Winn Dixie, the dog” • Praise and repeat for all objects • Review all objects once more, with appropriate delays