

## Grade 4 – Hurricanes

### Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities



*This past year, the Department created the Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for students with the most complex needs to participate in an inclusive and least restrictive environment.*

*The Companion Resources are available for the 2020-2021 academic year in DRAFT form. For teachers/ schools/ systems choosing to use these Companion Resources, the Department requires you to complete a survey so that we may track implementation and solicit your feedback along the way. Thus, if you have not already, please complete the survey found at the link below.*

*The Companion Resources are now available in DRAFT form for teachers, schools, and systems to pilot during the 2020-2021 academic year. Please complete the brief survey linked below so that the Department can track implementation and solicit feedback in order to improve the quality of the Companion Resources.*

*Happy piloting!*

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*We are also including related links to support your introduction to and use of the Companion Resources:*

[\*ELA Companion Resources Survey\*](#)

[\*Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020\*](#)

[\*Guidance for Accessing and Adapting Grade-Level Text\*](#)

## Unit Overview

Unit Overview		
Grade	Fourth	<b>Modified Unit Overview</b>
Guidebook Text	Hurricanes	Original text and adapted versions of <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber.
Unit Description	We will read <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber and a series of related literary and informational texts to explore the question: How can firsthand and secondhand accounts be used to tell a story? We will express our understanding through a narrative essay that tells about a character who experiences a hurricane firsthand.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber to explore the question: How can firsthand and secondhand accounts be used to tell a story? To address this question, students will create a permanent product that tells about a character who experiences a hurricane firsthand.
Essential Question	How can firsthand and secondhand accounts be used to tell a story?	How can firsthand and secondhand accounts be used to tell a story?
Culminating Task	<p>Write a narrative about a character who experiences a hurricane firsthand.</p> <p>To complete this task: review the texts and information gathered about hurricanes from the unit, take notes about the various elements of a hurricane to understand what weather elements might be experienced during a storm, select a main character, map out the events of the story, including elements from your notes, and use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their experiences and how they respond to different events.</p>	<p>Create a permanent product about a character who experiences a hurricane firsthand. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Review the texts and information gathered about hurricanes from the unit.</li> <li>● Take notes about the various elements of a hurricane to understand what weather elements might be experienced during a storm.</li> <li>● Select a main character. It could be someone you know or someone you made up. It could be a human or an animal.</li> <li>● Map out the events of the story, including elements from your notes. The narrative should be realistic and reflect experiences that could be encountered during a hurricane.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their experiences and how they respond to different events.</li> <li>● If models are needed, read <i>Call Me Hero, My Louisiana Sky</i>, or <i>I Survived Hurricane Katrina, 2005</i>, as these texts provide first person accounts of hurricanes from different characters.</li> <li>● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</li> <li>● Publish your story using technology and present the story, adding appropriate visual displays or pictures.</li> </ul> <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p> <ul style="list-style-type: none"> <li>● LC.RL.4.3a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</li> </ul>
Sections & Lessons	<i>9 sections, 41 lessons total</i>	<i>6 sections, 25 lessons</i>

## Assessment Overview

Guidebook Assessment		Modified Assessment Overview
<p>Culminating Writing Task</p>	<p>Write a narrative about a character who experiences a hurricane firsthand.</p> <p>To complete this task:</p> <ul style="list-style-type: none"> <li>● Review the texts and information gathered about hurricanes from the unit.</li> <li>● Take notes about the various elements of a hurricane to understand what weather elements might be experienced during a storm.</li> <li>● Select a main character. It could be someone you know or someone you made up. It could be a human or an animal.</li> <li>● Map out the events of the story, including elements from your notes. The narrative should be realistic and reflect experiences that could be encountered during a hurricane.</li> <li>● Use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their</li> </ul>	<ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Exemplar student response</li> <li>● Grade 4-5 writing rubric</li> </ul> <p>Create a permanent product about a character who experiences a hurricane firsthand. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Review the texts and information gathered about hurricanes from the unit.</li> <li>● Take notes about the various elements of a hurricane to understand what weather elements might be experienced during a storm.</li> <li>● Select a main character. It could be someone you know or someone you made up. It could be a human or an animal.</li> <li>● Map out the events of the story, including elements from your notes. The narrative should be realistic and reflect experiences that could be encountered during a hurricane.</li> <li>● Use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their experiences and how they respond to different events.</li> <li>● If models are needed, read <i>Call Me Hero</i>, <i>My Louisiana Sky</i>, or <i>I Survived Hurricane Katrina, 2005</i>, as these texts provide first person accounts of hurricanes from different characters.</li> </ul>

	<p>experiences and how they respond to different events.</p> <ul style="list-style-type: none"> <li>● If models are needed, read <i>Call Me Hero, My Louisiana Sky</i>, or <i>I Survived Hurricane Katrina, 2005</i>, as these texts provide first person accounts of hurricanes from different characters.</li> <li>● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</li> <li>● Publish your story using technology and present the story, adding appropriate visual displays or pictures.</li> </ul>		<ul style="list-style-type: none"> <li>● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</li> <li>● Publish your story using technology and present the story, adding appropriate visual displays or pictures.</li> </ul> <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p> <ul style="list-style-type: none"> <li>● LC.RL.4.3a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</li> </ul>
Cold-Read Task	<p>Students read <i>“Some Other Famous Hurricanes”</i> from <i>Hurricanes: Earth’s Mightiest Storms</i> by <i>Patricia Lauber</i>. Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer key</li> <li>● Answer sheet</li> <li>● Literary writing rubric</li> </ul>	<p><i>This will be optional.</i></p>
Extension Task	<p>In your group, work collaboratively to research a hurricane that affected the coast of Louisiana.</p> <p>Write a report in which you introduce the hurricane; group the related information in paragraphs, providing formatting such as headings or illustrations where appropriate; develop</p>	<ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Exemplar student response</li> <li>● Presentation rubric</li> <li>● Grade 4-5 writing rubric</li> </ul>	<p><i>This will be optional.</i></p>

the topic with evidence from their research; and provide a concluding statement that is related to the information presented. Then, as a group, publish your report using technology.

Some possible sources for research include:

- **Get a Game Plan**
- **Hurricanes in History**
- **Louisiana's Hurricanes**
- **Hurricane Betsy**
- **Hurricane Audrey**
- **Hurricane Andrew**
- **Hurricane Rita**
- **Hurricane Katrina**
- **Hurricane Gustav**
- **Hurricane Isaac**

After your group writes and publishes your report, present your findings to the class. Create a multimedia presentation with visual displays to enhance the content. As a group, develop a set of questions about your hurricane to ask the audience. The audience will ask each group questions about the various

	decisions they made in their research and writing.		
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Section Overview		
Section Number	Section 1	Modified Section Overview
Description	Hurricanes	Original text and adapted versions of <i>Hurricanes</i>
Assessment	<p>Students write a paragraph that describes the features of a firsthand account.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of firsthand and secondhand accounts. This prepares students to write a narrative using firsthand and secondhand accounts.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain how the firsthand account and secondhand account of the hurricane were in similar places?</li> <li>● How well does the student explain how the picture creates an emotional impact that is not gained through words alone?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student refer to details and examples in a text when explaining what the text says explicitly?</li> </ul>	<p>Students develop a paragraph that describes the features of a firsthand account.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of firsthand and secondhand accounts. This prepares students to develop a narrative using firsthand and secondhand accounts.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain how the firsthand account and secondhand account of the hurricane were in similar places?</li> <li>● How well does the student explain how the picture creates an emotional impact that is not gained through words alone?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student refer to details and examples in a text when explaining what the text says explicitly?</li> </ul>

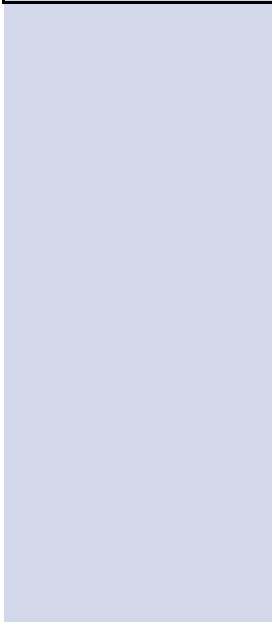
	<ul style="list-style-type: none"> <li>How well does the student understand that first person is a way for authors to show emotion?</li> </ul>	<ul style="list-style-type: none"> <li>How well does the student understand that first person is a way for authors to show emotion?</li> </ul>
Section Length	4 lessons	3 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:
	<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Hurricanes</i></li> <li><a href="#">Louisiana Connectors</a></li> <li>Essential Elements Cards - <a href="#">Grades 3-5 Informational Text</a></li> <li>Student Response Modes - <a href="#">ELA</a></li> <li>Videos (e.g., Let's Set the Context videos) or audio versions of the text.</li> <li>IEP Goals</li> <li>Assistive Technology</li> <li>Additional Supports for Diverse Learners specific for Section 04 of Grade 04 <i>Hurricanes</i></li> <li><a href="#">English Language Arts Guidebook Reading Support</a></li> <li>Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>Writing rubric/criteria for development and evaluation of a response</li> </ul>	
<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 1: Identifying Emotions about Hurricanes	Modified Lesson Overview



Description	<p>In this lesson, students read <i>Surviving Hurricanes</i> by Elizabeth Raum and use sticky notes to mark examples of emotions or feelings in the text. Students then discuss and identify in a text how people might feel before, during, and after a hurricane.</p>		<p>In this lesson, students read <i>Surviving Hurricanes</i> by Elizabeth Raum and as needed an <a href="#">Adapted version</a> and identify examples of emotions.</p> <ul style="list-style-type: none"> <li>● Determine the main idea of an informational text. (<a href="#">LC.RI.4.2a</a>)</li> <li>● Refer to details and examples in a text when explaining what the text says explicitly. (<a href="#">LC.RI.4.1a</a>)</li> </ul>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Write a sentence that explains the main idea of this text.</li> <li>● Write an additional sentence or two that explain how one person's experience living through a hurricane in the text helps to support the main idea of the text. Use evidence from the text to support your response.</li> </ul>		<ul style="list-style-type: none"> <li>● Develop a sentence that explains the main idea of this text.</li> <li>● Develop an additional sentence or two that explain how one person's experience living through a hurricane in the text helps to support the main idea of the text. Use evidence from the text to support your response.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify examples of emotions or feelings in the text?</li> <li>● Can students refer to details and examples in a text when explaining what the text says explicitly?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify examples of emotions or feelings in the text?</li> <li>● Can students refer to details and examples in a text when explaining what the text says explicitly?</li> </ul>
Text(s)	<i>Surviving Hurricanes</i> by Elizabeth Raum		<i>Surviving Hurricanes</i> by Elizabeth Raum
Materials	<p>Lesson Materials: Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes in three different colors</li> <li>● Reading Log</li> <li>● <a href="#">paired/partner reading</a></li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of "Surviving Hurricanes" by Elizabeth Raum</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>

			<p><u>(LC.RI.4.1a)</u>:</p> <ul style="list-style-type: none"><li>○ Graphic Organizers</li><li>○ Various informational Texts</li><li>○ Interactive White Board</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>○ Simpler or shorter text of the same story with the same key events or details</li><li>○ Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>○ Highlighted text</li></ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			



## Lesson Overview

Lesson Number	Lesson 2: Analyzing Firsthand Accounts of Hurricanes		Modified Lesson Overview
Description	In this lesson, students reread <i>Surviving Hurricanes</i> by Elizabeth Raum and use sticky notes to mark evidence of a firsthand account in the text. Students then compare notes from the first reading of the text to the second reading.		In this lesson, students read <i>Surviving Hurricanes</i> by Elizabeth Raum and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Compare and contrast a firsthand and secondhand account of the same event or topic. (<a href="#">LC.RI.4.6b</a>)</li> </ul>
Let's Express Our Understanding	Write a paragraph that describes the features of a firsthand account. Provide at least one example from the text to support your answer.		Develop a one to two sentences that describe the features of a firsthand account. Locate at least one example from the text to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain how the firsthand account and secondhand accounts were in similar places?</li> <li>Can students understand that first person is a way for authors to show emotion?</li> </ul>		<ul style="list-style-type: none"> <li>Can students explain how the firsthand account and secondhand accounts were in similar places?</li> <li>Can students understand that first person is a way for authors to show emotion?</li> </ul>
Text(s)	<i>Surviving Hurricanes</i> by Elizabeth Raum		<i>Surviving Hurricanes</i> by Elizabeth Raum
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Sticky notes in three different colors</li> <li>Reading Log</li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of “Surviving Hurricanes” by Elizabeth Raum</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul> ( <a href="#">LC.RI.4.6b</a> ):

			<ul style="list-style-type: none"> <li>○ Various informational Texts</li> <li>○ Graphic organizers to help student plan for debates</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview		
Lesson Number	Lesson 3: Identifying and Analyzing Text Features	Modified Lesson Overview
Description	In this lesson, students read and review the information included in the text features in the introduction of <i>Surviving Hurricanes</i> by Elizabeth Raum and discuss how the text features help readers better understand the text. Students then continue reading <i>Surviving Hurricanes</i> , find examples of text features, and explain how the text features add to the text.	<p>In this lesson, students read and review the information included in the text features in the introduction of <i>Surviving Hurricanes</i> by Elizabeth Raum and as needed an <a href="#"><i>Adapted version</i></a>.</p> <ul style="list-style-type: none"> <li>● Make connections between the text of a story and the visual representations, refer back to text/illustrations to support the answer. <a href="#">(LC.RI.4.7b)</a></li> </ul>
Let's Express Our Understanding	Create a text feature that visually compares the four hurricanes including specific details. Be prepared to present and explain to the class.	Create a text feature that visually compares the four hurricanes including specific details.

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the picture creates an emotional impact that is not gained through words alone?</li> <li>● Can students explain how text features help readers better understand the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students explain how the picture creates an emotional impact that is not gained through words alone?</li> <li>● Can students explain how text features help readers better understand the text?</li> </ul>	
Text(s)	<i>Surviving Hurricanes</i> by Elizabeth Raum		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● White paper or technology</li> <li>● Text features chart handout</li> <li>● Text feature rubric</li> <li>● Reading Log</li> <li>● <a href="#">Jigsaw</a></li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Surviving Hurricanes” by Elizabeth Raum</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text (LC.RI.4.7b)</a>: <ul style="list-style-type: none"> <li>○ Highlighted information</li> <li>○ Add images to information presented visually</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li> <li>○ Interactive whiteboard.</li> <li>○ Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)</li> <li>○ Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Black and white illustrations of key elements in the story</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

<b>Lesson Overview</b>
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Lesson Number	Lesson 4: Presenting and Reviewing Text Features		<b>Modified Lesson Overview</b>
Description	In this lesson, students present their text features chart. Students also take notes on their peer’s presentation to determine how text features add information to a text.		This lesson is optional
Let’s Express Our Understanding	Write a paragraph explaining how the information presented by your peers in today’s class is different from the features of a firsthand account.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how their chosen text feature helps readers better understand <i>Surviving Hurricanes</i>?</li> <li>● Can students explain how text features help readers better understand the text?</li> </ul>		
Text(s)	<i>Surviving Hurricanes</i> by Elizabeth Raum		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Presentation notes organizer handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	Additional Supports for SWSCDs:

	<ul style="list-style-type: none"> <li>• Writing techniques evidence chart handout</li> <li>• Text features chart handout</li> <li>• Text feature rubric</li> <li>• Reading Log</li> <li>• <a href="#">Conversation stems</a> learning tool</li> <li>• <a href="#">Teacher talk moves</a></li> </ul>		<ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version</a> of “Surviving Hurricanes” by Elizabeth Raum</li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions</li> <li>• Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview		
Section Number	Section 2	<b>Modified Section Overview</b>
Description	Hurricanes	Hurricanes
Assessment	<p>Students write how the author uses the setting and character details to describe the events leading up to the hurricane.</p> <p><b>Culminating task connections:</b> Students analyze and write down how Tiger reacts to the main events and use specific details from the text to support your description of Tiger. This prepares students to be able to create a character and use details to support their descriptions.</p> <p>Students also demonstrate their ability to use transitional words and phrases. This prepares students to write a narrative.</p>	<p>Students document how the author uses the setting and character details to describe the events leading up to the hurricane.</p> <p><b>Culminating task connections:</b> Students identify and document how Tiger reacts to the main events and use specific details from the text to support your description of Tiger. This prepares students to be able to create a character and use details to support their descriptions.</p> <p>Students also demonstrate their ability to use transitional words and phrases. This prepares students to write a narrative.</p>

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain how the figurative language used in the text describes Tiger?</li> <li>● How well does the student determine the theme of <i>My Louisiana Sky</i>?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student refer to details in a text in order to organize the main events?</li> <li>● EX: How well does the student determine the theme of a text?</li> </ul>		<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain how the figurative language (similes and metaphors) used in the text describes Tiger?</li> <li>● How well does the student determine the theme of <i>My Louisiana Sky</i>?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student refer to details in a text in order to organize the main events?</li> <li>● EX: How well does the student determine the theme of a text?</li> </ul>
Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions_ of <i>My Louisiana Sky</i> by Kimberly Willis Holt</li> <li>● <u>Louisiana Connectors</u></li> <li>● Essential Elements Cards - <a href="#">Grades 3-5 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● Videos (e.g., Let's Set the Context videos) or audio versions of the text.</li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 04 <i>Hurricanes</i></li> <li>● <u>English Language Arts Guidebook Reading Support</u></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this</p>			



document as needed when implementing each lesson.

### Lesson Overview

Lesson Number	Lesson 5: Chapter 1 of <i>My Louisiana Sky</i>		Modified Lesson Overview
Description	In this lesson, students read <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students then set the stage for reading by identifying and organizing what they learned in the first chapter. Students also describe the main character by analyzing how she reacts to the events in the chapter.		In this lesson, students read <i>My Louisiana Sky</i> by Kimberly Willis Holt and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. (<a href="#">LC.RL.4.3c</a>)</li> <li>Refer to details and examples in a text when explaining what the text says explicitly. (<a href="#">LC.RL.4.1a</a>)</li> </ul>
Let's Express Our Understanding	Analyze and write down how Tiger reacts to the main events and use specific details from the text to support your description of Tiger.		Identify and document how Tiger reacts to the main events and use specific details from the text to support your description of Tiger.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students organize the major events of Chapter 1?</li> <li>Can students refer to details in a text in order to organize the main events?</li> </ul>		<ul style="list-style-type: none"> <li>Can students organize the major events of Chapter 1?</li> <li>Can students refer to details in a text in order to organize the main events?</li> </ul>
Text(s)	<i>My Louisiana Sky</i> by Kimberly Willis Holt		<i>My Louisiana Sky</i> by Kimberly Willis Holt
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Chapter 1 flow chart handout</li> <li>Character change chart handout</li> <li><a href="#">Accountable talk</a></li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li><a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li>Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of “<i>My Louisiana Sky</i>” by Kimberly Willis Holt</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

			<ul style="list-style-type: none"> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.3c)</a>: <ul style="list-style-type: none"> <li>○ Character maps</li> <li>○ Interactive white board</li> <li>○ Character sorts</li> <li>○ Read aloud texts</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading.</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details.</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

**Lesson Overview**

Lesson Number	Lesson 6: Analyzing figurative language and character development in Chapter 2 of <i>My Louisiana Sky</i>		Modified Lesson Overview
Description	In this lesson, students determine the purpose and effect of figurative language on character development in <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students then identify figurative language to determine how it helps a reader better understand the main character and her relationships with others. Students also continue reading <i>My Louisiana Sky</i> in small groups.		In this lesson, students determine the purpose and effect of figurative language on character development in <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students also continue reading <i>My Louisiana Sky</i> and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. (<a href="#">LC.RL.4.3c</a>)</li> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (<a href="#">LC.RL.4.4</a>)</li> </ul>
Let's Express Our Understanding	Write down what you have learned about Tiger. Think about how figurative language helps us understand Tiger's character		Document what you have learned about Tiger. Identify how figurative language helps us understand Tiger's character
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain how the figurative language used in the text describes Tiger?</li> <li>Can students describe in depth a character by drawing on specific details used in the text?</li> </ul>		<ul style="list-style-type: none"> <li>Can students identify how the figurative language used in the text describes Tiger?</li> <li>Can students match a character to specific details used in the text?</li> </ul>
Text(s)	<i>My Louisiana Sky</i> by Kimberly Willis Holt		<i>My Louisiana Sky</i> by Kimberly Willis Holt
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Character change chart handout</li> <li>Figurative language examples handout</li> <li>Writing techniques evidence chart</li> <li><a href="#">Accountable talk</a></li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li><a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li><a href="#">paired/partner reading</a></li> </ul> Guiding questions	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of "<i>My Louisiana Sky</i>" by Kimberly Willis Holt</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> </ul>

- Essential Elements Cards—[Grades 3-5 Literature \(LC.RL.4.3c\)](#):
  - Character maps
  - Interactive white board
  - Character sorts
  - Read aloud texts
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading.
  - Pictures, objects, or tactile representations to illustrate the key details.
  - Sentence strips that reflect text from the story that supports the key details
  - Videos or story boards/cards of the story for visual supports
  - Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping
  - 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

Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

## Lesson Overview

Lesson Number	Lesson 7: Describing an event in detail in Chapter 18 of <i>My Louisiana Sky</i>		Modified Lesson Overview
Description	In this lesson, students read Chapter 18 of <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students then summarize the events leading up to the hurricane on a timeline.		In this lesson, students read Chapter 18 of <i>My Louisiana Sky</i> by Kimberly Willis Holt and as needed an <a href="#">Adapted version</a> . Students then summarize the events leading up to the hurricane on a timeline. <ul style="list-style-type: none"> <li>● Use evidence from the text to summarize a story, poem or drama. (<a href="#">LC.RL.4.2a</a>)</li> <li>● Refer to details and examples in a text when explaining what the text says explicitly. (<a href="#">LC.RL.4.1a</a>)</li> </ul>
Let's Express Our Understanding	Write how the author uses the setting and character details to describe the events leading up to the hurricane.		Develop a sentence or sentences that shows how the author uses the setting and character details to describe the events leading up to the hurricane.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what the word “eerie” means?</li> <li>● Can students determine the meaning of a word as it is used in the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify what the word “eerie” means?</li> <li>● Can students determine the meaning of a word as it is used in the text?</li> </ul>
Text(s)	<i>My Louisiana Sky</i> by Kimberly Willis Holt		<i>My Louisiana Sky</i> by Kimberly Willis Holt
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Writing techniques evidence chart</li> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio</a></li> <li>● <a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li>● <a href="#">paired/partner reading</a></li> <li>● Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “<i>My Louisiana Sky</i>” by Kimberly Willis Holt</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

			<ul style="list-style-type: none"> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.1a)</a>: <ul style="list-style-type: none"> <li>○ Read aloud texts</li> <li>○ Paper and crayons</li> <li>○ Interactive white board</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 8: Describing an event in detail in Chapter 19 of <i>My Louisiana Sky</i>	<b>Modified Lesson Overview</b>

Description	In this lesson, students read Chapter 19 of <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students then summarize the events leading up to the hurricane on a timeline.		In this lesson, students read Chapter 19 of <i>My Louisiana Sky</i> by Kimberly Willis Holt and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (<a href="#">LC.RL.4.2a</a>)</li> <li>Refer to details and examples in a text when explaining what the text says explicitly. (<a href="#">LC.RL.4.1a</a>)</li> </ul>
Let's Express Our Understanding	Write down transitional words and phrases and provide an example from today's reading. Explain why authors use transitions in their writing.		Document transitional words and phrases and provide an example from today's reading. Explain why authors use transitions in their writing.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students describe when the weather changes and becomes more active as a major event?</li> <li>Can students describe an event in a story by drawing on specific details in a text?</li> </ul>		<ul style="list-style-type: none"> <li>Can students describe when the weather changes and becomes more active as a major event?</li> <li>Can students describe an event in a story by drawing on specific details in a text?</li> </ul>
Text(s)	<i>My Louisiana Sky</i> by Kimberly Willis Holt		<i>My Louisiana Sky</i> by Kimberly Willis Holt
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Writing techniques evidence chart</li> <li>Sentence frames handout</li> <li>Timeline</li> <li>Reading Log</li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li><a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li><a href="#">paired/partner reading</a></li> <li>Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of "<i>My Louisiana Sky</i>" by Kimberly Willis Holt</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.1a)</a>: <ul style="list-style-type: none"> <li>Read aloud texts</li> <li>Paper and crayons</li> <li>Interactive white board</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 9: Analyzing character change and determining theme	Modified Lesson Overview
Description	In this lesson, students read Chapter 20 of <i>My Louisiana Sky</i> by Kimberly Willis Holt. Students then determine how Tiger has changed from the beginning of the novel to the end of the novel.	<p>In this lesson, students read Chapter 20 of <i>My Louisiana Sky</i> by Kimberly Willis Holt and as needed an <a href="#">Adapted version</a> and determine how Tiger has changed from the beginning to.</p> <ul style="list-style-type: none"> <li>● Determine the theme of a story, drama, or poem; refer to text to support the answer. <b>(LC.RL.4.2b)</b></li> <li>● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g.,</li> </ul>



		characters and events, characters and conflicts, setting and conflicts). ( <a href="#">LC.RL.4.3a</a> )	
Let's Express Our Understanding	Write down the theme of the text and support with evidence from the text.	Identify the theme of the text and support it with evidence from the text.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the theme of <i>My Louisiana Sky</i>?</li> <li>● Can students determine the theme of a text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students determine the theme of <i>My Louisiana Sky</i>?</li> <li>● Can students determine the theme of a text?</li> </ul>	
Text(s)	<i>My Louisiana Sky</i> by Kimberly Willis Holt	<i>My Louisiana Sky</i> by Kimberly Willis Holt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Character change chart</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio</a></li> <li>● <a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “<i>My Louisiana Sky</i>” by Kimberly Willis Holt</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.2b)</a>: <ul style="list-style-type: none"> <li>○ Story map graphic organizer</li> <li>○ Blank storyboards</li> <li>○ Pre-drawn storyboard to use for sorting</li> <li>○ Picture representations describing the possible details of the specific story</li> <li>○ Cloze notes with picture supports for text and students input</li> <li>○ Highlighted text</li> <li>○ Simplified text options</li> <li>○ Errorless learning techniques</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to</li> </ul> </li> </ul>

			provide access to content and facilitate responding
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Section Overview		
Section Number	Section 3	Modified Section Overview
Description	Hurricanes	Hurricanes
Assessment	<p>Students write a paragraph using third-person point of view including information and details from the firsthand account.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Hurricane Katrina using firsthand accounts. This prepares students to analyze how stories are told using firsthand accounts.</p> <p>Students also demonstrate their ability to write a narrative paragraph about Hurricane Katrina using firsthand accounts. This prepares students to write a narrative.</p>	<p>Students develop 3-5 sentences using third-person point of view including information and details from the firsthand account.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Hurricane Katrina using firsthand accounts. This prepares students to analyze how stories are told using firsthand accounts.</p> <p>Students also demonstrate their ability to develop a narrative paragraph about Hurricane Katrina using firsthand accounts. This prepares students to develop a narrative.</p>

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize each firsthand account of Hurricane Katrina?</li> <li>● How well does the student write a narrative about a child who experienced a hurricane?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize a text, video, and recording?</li> <li>● How well does the student produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>		<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize each firsthand account of Hurricane Katrina?</li> <li>● How well does the student develop a narrative about a child who experienced a hurricane?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize a text, video, and recording?</li> <li>● How well does the student produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>
Section Length	2 lessons		2 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions “My Home is New Orleans” by Mike Miller &amp; “Katrina Couldn’t Knock Me Down” by Elizabeth -Madisonville, Louisiana</li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards -<a href="#">Grades 3-5 Informational Text</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 04 <i>Hurricanes</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.
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Lesson Overview			
Lesson Number	Lesson 10: Analyzing sequence of events in oral histories	Modified Lesson Overview	
Description	In this lesson, students learn about oral histories and determine how oral histories impact what they know about an event. Students then take notes as they read, watch, and listen to oral histories of hurricane survivors.	In this lesson, students learn about oral histories and determine how oral histories impact what they know about an event. Students read, watch, and/or listen to original oral histories of hurricane survivors and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. <a href="#">(LC.RI.4.7a)</a></li> </ul>	
Let's Express Our Understanding	Write down oral histories thinking about why authors use firsthand accounts in their writing.	Summarize oral histories identifying why authors use firsthand accounts in their writing.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students summarize each firsthand account of Hurricane Katrina?</li> <li>Can students summarize a text, video, and recording?</li> </ul>	<ul style="list-style-type: none"> <li>Can students summarize each firsthand account of Hurricane Katrina?</li> <li>Can students summarize a text, video, and recording?</li> </ul>	
Text(s)	"My Home is New Orleans" by Mike Miller & "Katrina Couldn't Knock Me Down" by Elizabeth -Madisonville, Louisiana	"My Home is New Orleans" by Mike Miller & "Katrina Couldn't Knock Me Down" by Elizabeth -Madisonville, Louisiana	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Four copies of firsthand</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>account organizer handout</p> <ul style="list-style-type: none"> <li>• Writing techniques evidence chart</li> <li>• <a href="#">Conversation stems</a> learning tool</li> <li>• <a href="#">Teacher talk moves</a></li> </ul>	<ul style="list-style-type: none"> <li>• Guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version</a> of “My Home is New Orleans” by Mike Miller &amp; “Katrina Couldn’t Knock Me Down” by Elizabeth-Madisonville, Louisiana</li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions</li> <li>• Essential Elements Cards—<a href="#">Grades 3-5 Informational Text (LC.RI.4.7a)</a>: <ul style="list-style-type: none"> <li>○ Story map graphic organizer</li> <li>○ Blank storyboards</li> <li>○ Pre-drawn storyboard to use for sorting</li> <li>○ Picture representations describing the possible details of the specific story</li> <li>○ Cloze notes with picture supports for text and students input</li> <li>○ Highlighted text</li> <li>○ Simplified text options</li> <li>○ Errorless learning techniques</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 11: Writing a third-person narrative	Modified Lesson Overview

Description	In this lesson, students write a narrative about a child who experienced a hurricane. Students then practice summarizing skills and third person writing skills.		In this lesson, students create/develop a narrative about a child who experienced a hurricane. <ul style="list-style-type: none"> <li>Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters. (<a href="#">LC.W.4.3a</a>)</li> </ul>
Let's Express Our Understanding	Write a paragraph using third-person point of view including information and details from the firsthand account. Be sure to use words, phrases, and details to explain the person's experience precisely.		Create/produce two to three sentences using third-person point of view including information and details from the firsthand account. Be sure to use words, phrases, and details to explain the person's experience.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students write a narrative paragraph about Hurricane Katrina using firsthand accounts?</li> <li>Can students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>		<ul style="list-style-type: none"> <li>Can students create two to three sentences about Hurricane Katrina using firsthand accounts?</li> <li>Can students produce sentences in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>
Text(s)	"My Home is New Orleans" by Mike Miller & "Katrina Couldn't Knock Me Down" by Elizabeth -Madisonville, Louisiana		"My Home is New Orleans" by Mike Miller & "Katrina Couldn't Knock Me Down" by Elizabeth -Madisonville, Louisiana
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Firsthand account organizer handout</li> <li>Narrative paragraph organizer handout</li> <li>Narrative writing rubric</li> <li>Reading Log</li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Transitions</a> learning tool</li> <li><a href="#">Evidence sentence starters</a> learning tool</li> <li>Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of "My Home is New Orleans" by Mike Miller &amp; "Katrina Couldn't Knock Me Down" by Elizabeth -Madisonville, Louisiana</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>

Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

### Section Overview

Section Number	Section 4	Modified Section Overview
Description	Hurricanes	Hurricanes
Assessment	<p>Students write a paragraph that compares the path of the storm on the map to their timelines.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of organizing the main ideas of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> in chronological order. This prepares students to create a narrative by organizing the main ideas in chronological order.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the main idea of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i>?</li> <li>● How well does the student organize the events in the hurricane in “Big Winds and Big Damage” in chronological order?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the main idea of a text?</li> <li>● How well does the student organize the main events of a text in chronological order?</li> </ul>	<p>Students develop three or five sentences that compare the path of the storm on the map to their timelines.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of organizing the main ideas of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> in chronological order. This prepares students to create a narrative by organizing the main ideas in chronological order.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the main idea of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i>?</li> <li>● How well does the student organize the events in the hurricane in “Big Winds and Big Damage” in chronological order?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the main idea of a text?</li> </ul>

		<ul style="list-style-type: none"> <li>How well does the student organize the main events of a text in chronological order?</li> </ul>	
Section Length	5 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>Support for Foundational Skills</li> <li>Support for Reading Fluency <ul style="list-style-type: none"> <li>Fluency Task</li> </ul> </li> </ul> <p>Excerpt from “My Louisiana Sky”:</p>	<p>During the Section:</p> <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> <li>Map Practice</li> </ul> <p>Support for Language</p> <ul style="list-style-type: none"> <li>Protocol for Explicitly Teaching Vocabulary</li> <li>Vocabulary Task for “storm surge”</li> <li>Mentor Sentence Language Tasks</li> </ul> <p>Support for Meaning</p> <ul style="list-style-type: none"> <li>Additional text-dependent questions for Lesson 15</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and adapted versions_ of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber</li> <li><a href="#">Louisiana Connectors</a></li> <li>Essential Elements Cards - <a href="#">Grades 3-5 Informational Text</a></li> <li>Student Response Modes - <a href="#">ELA</a></li> <li>Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>IEP Goals</li> <li>Assistive Technology</li> <li>Additional Supports for Diverse Learners specific for Section 04 of Grade 04 Hurricanes</li> <li><a href="#">English Language Arts Guidebook Reading Support</a></li> <li>Word lists (e.g., passage- or text-specific words, transitional words and phrases/ words to show sequence and high frequency words)</li> <li>Writing rubric/criteria for development and evaluation of a response</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 12: Practice a cold-read task	Modified Lesson Overview



Description	In this lesson, students practice for the Cold-Read Assessment by reading a text independently and expressing their understanding.	This lesson is optional
Let's Express Our Understanding	<p>Students are given approximately 40 minutes to answer 9 questions.</p> <ul style="list-style-type: none"> <li>● Read this sentence from paragraph 9: <ul style="list-style-type: none"> <li>○ “The wind . . . <u>snatched</u> at shutters and shingles and <u>pounded</u> the sides of houses.”</li> <li>○ What image is created with the words “snatched” and “pounded” as they are used in this sentence?</li> </ul> </li> <li>● Which <b>two</b> sentences from the passage include similar images?</li> <li>● Fill in the chart to show how the author structured the information in the passage.</li> <li>● What are <b>four</b> changes that can be seen from looking at the maps of south Florida on page 45 of the chapter “Big Winds and Big Damage”?</li> <li>● Read this sentence from the last paragraph on page 47 of “Big Winds and Big Damage” <ul style="list-style-type: none"> <li>○ “They are also a <u>nursery</u> for the young of many fishes and other sea creatures.”</li> <li>○ How is the word <i>nursery</i> used in this sentence?</li> </ul> </li> <li>● Which phrase from the paragraph <b>best</b> helps in understanding how the word <i>nursery</i> is used in the sentence in part A?</li> <li>● Order the answer options in sequence to create a chart of the food chain that the mangrove trees in the Everglades National Park support as described on pages 44—47.</li> <li>● Which <b>two</b> sentences from page 46 are illustrated in the picture on page 48?</li> <li>● What <b>three</b> pieces of evidence support the author’s point that the ecology of Everglades National Park may suffer long-term after effects from hurricane Andrew.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Select <b>four</b> sentences that would be <b>most</b> important in a summary of the chapter “Big Winds and Big Damage.”</li> <li>● Look back at “A Monster Storm,” pages 7—17 of <i>Hurricanes: Earth’s Mightiest Storms</i>. What is a <b>main</b> difference between the way weather scientists tracked the 1938 hurricane that hit the Northeastern United States and 1992 hurricane Andrew that hit Florida and Louisiana.</li> <li>● What <b>two</b> pieces of evidence (one from “A Monster Storm,” pages 7—17 and one from “Big Winds, Big Damage,” pages 37—48) support the answer to part A?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students accurately respond to text dependent questions on a practice Cold-Read Assessment?</li> <li>● Can students identify supporting evidence for specific text dependent questions?</li> </ul>	
Text(s)	“Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Practice Cold-Read Assessment</li> <li>● Practice Cold-Read Assessment answer key</li> </ul>	Possible Supports During the Lesson:
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview		
Lesson Number	Lesson 13: Practice a cold-read task review	<b>Modified Lesson Overview</b>
Description	In this lesson, students review the practice cold-read task and	This lesson is optional

	analyze the thinking behind the correct answers in a whole class discussion.		
Let's Express Our Understanding	Review and analyze the practice cold-read task.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students discuss and analyze the practice cold-read task from "Big Winds and Big Damage"?</li> <li>• Can students analyze the thinking behind the correct answers in a whole class discussion.</li> </ul>		
Text(s)	"Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Practice Cold-Read Assessment</li> <li>• Practice Cold-Read Assessment answer key</li> <li>• <a href="#">Conversation stems</a> learning tool</li> </ul>	Possible Supports During the Lesson:	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview		
Lesson Number	Lesson 14: Determining definitions of unit vocabulary using context clues	<b>Modified Lesson Overview</b>
Description	In this lesson, students read "A Monster Storm" in <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber. Students then determine or clarify the meaning of important terms related to hurricanes by using context clues.	In this lesson, students read "A Monster Storm" in <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>• Determine the meaning of general academic and domain specific words and phrases in a text relevant to</li> </ul>

			<p>a grade 4 topic or subject area. (<a href="#">LC.RI.4.4</a>)</p> <ul style="list-style-type: none"> <li>● Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning. (<a href="#">LC.L.4.4a</a>)</li> </ul>
Let's Express Our Understanding	Write down the definition, word family, and picture for breakwater on your vocabulary log.		Match the definition, word family, and picture for breakwater on your vocabulary log.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use context clues in order to determine the meanings of "mooring," "barrier beaches," and "storm surge"?</li> <li>● Can students determine the meanings of words and phrases and they are used in the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students use context clues in order to determine the meanings of "mooring," "barrier beaches," and "storm surge"?</li> <li>● Can students determine the meanings of words and phrases and they are used in the text?</li> </ul>
Text(s)	"Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber		"Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Print or digital dictionary</li> <li>● Hurricane vocabulary chart handout</li> <li>● <a href="#">Conversation stems</a> learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of "Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

## Lesson Overview

Lesson Number	Lesson 15: Organizing information using main ideas		Modified Lesson Overview
Description	In this lesson, students reread “A Monster Storm” in <i>Hurricanes: Earth’s Mightiest Storms</i> by Patricia Lauber. Students then practice grouping related information focusing on main ideas supporting details while eliminating less important facts.		In this lesson, students reread “A Monster Storm” in <i>Hurricanes: Earth’s Mightiest Storms</i> by Patricia Lauber and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>● Determine the main idea of an informational text. <a href="#">(LC.RI.4.2a)</a></li> <li>● Identify supporting details of an informational text. <a href="#">(LC.RI.4.2b)</a></li> </ul>
Let’s Express Our Understanding	Summarize what you learned about the hurricane in one sentence.		Summarize what you learned about the hurricane in one sentence.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the main idea of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i>?</li> <li>● Can students determine the main idea of a text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the main idea of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i>?</li> <li>● Can students determine the main idea of a text?</li> </ul>
Text(s)	“Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber		“Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Split-page notes handout</li> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text (LC.RI.4.2a)</a>:</li> </ul>

			<ul style="list-style-type: none"> <li>○ Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>○ Sentence strips that reflect supporting details about the topic</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>○ Simpler or shorter text of the same story with the same key events or details</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 16: Creating a timeline for “A Monster Storm”	Modified Lesson Overview
Description	<p>In this lesson, students put the main events of the 1938 hurricane in chronological order and create a visual timeline of the events. Students then compare and analyze the different timelines created in our class.</p>	<p>In this lesson, students put the main events of the 1938 hurricane in chronological order and create a visual timeline of the events.</p> <ul style="list-style-type: none"> <li>● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (<a href="#">LC.RI.4.5b</a>)</li> </ul>
Let’s Express Our Understanding	<p>Write a paragraph that compares the path of the storm on the map to your timeline. If your explanations match, provide evidence. If your explanations don’t match, explain how they differ.</p>	<p>Develop a short paragraph that compares the path of the storm on the map to your timeline, telling how they are the same and/or how they are different.</p>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students organize the events in the hurricane in “Big Winds and Big Damage” in chronological order?</li> <li>● Can students organize the main events of a text in chronological order?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students organize the events in the hurricane in “Big Winds and Big Damage” in chronological order?</li> <li>● Can students organize the main events of a text in chronological order?</li> </ul>
Text(s)	“Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber		“Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Chart paper or poster board</li> <li>● Glue</li> <li>● Index cards</li> <li>● Split-page notes handout</li> <li>● <a href="#">Gallery walks</a></li> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul> <p><b>(<a href="#">LC.RI.4.5b</a>):</b></p> <ul style="list-style-type: none"> <li>○ Highlighted information within the text (e.g., signal words)</li> <li>○ Graphic organizers</li> <li>○ Interactive whiteboard</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Provide a signal word chart (e.g., <a href="http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/">http://www.pinterest.com/source/seedsofsciencerootsofreading.wordpress.com/</a>)</li> <li>○ Copies of informational texts for each student</li> <li>○ Various informational Texts</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence</li> </ul>

			<p>strips, or recorded communication supports to provide access to content and facilitate responding</p> <ul style="list-style-type: none"> <li>○ Repeated exposure to content and strategies</li> <li>○ Pair each type of text structure with a symbol.</li> </ul> <p>Examples can be found here:  <a href="http://www.pinterest.com/explore/text-structures/">http://www.pinterest.com/explore/text-structures/</a></p>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview		
Section Number	Section 5	<b>Modified Section Overview</b>
Description	Hurricanes	This section is optional
Assessment	<p>Students write a response to the prompt: “Write down how your visual helps readers better understand the theme of the poem.”</p> <p><b>Culminating task connections:</b>            Students demonstrate their understanding of first-person accounts in “Providence” compared to third-person accounts in <i>Hurricanes: Earth’s Mightiest Storms</i>. This prepares students to analyze the effect first-person and third-person accounts have on writing a narrative.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student compare first-person accounts</li> </ul>	



	<p>in “Providence” to third-person accounts in <i>Hurricanes: Earth’s Mightiest Storms</i>?</p> <ul style="list-style-type: none"> <li>● How well does the student determine the theme of “Providence”?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student compare and contrast points of view?</li> <li>● How well does the student determine the theme of a story?</li> </ul>	
Section Length	4 lessons	
Additional Supports for Diverse Learners	BeforeSection:	During the Section:
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 17: Determining message and analyzing structure in <i>Letters from Katrina</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students read <i>Letters From Katrina: Stories of Hope and Inspiration</i> . Students then participate in a class discussion on the message of the text as well as the effectiveness of the structure.	This lesson is optional
Let’s Express Our Understanding	<p>Discuss the following with your group:</p> <ul style="list-style-type: none"> <li>● What is the structure of this text?</li> <li>● Why do you think the authors chose this structure?</li> <li>● How does this structure help to convey the message?</li> </ul>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students use evidence from the text to support their explanation of how the letter chosen for each section displays the feeling in the title of the section?</li> <li>• Can students refer to details and examples in the text when explaining what the text says?</li> </ul>		
Text(s)	<i>Letter From Katrina: Stories of Hope and Inspiration</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Feelings organizer handout</li> <li>• <a href="#">Conversation stems</a> learning tool</li> <li>• <a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <a href="#">paired/partner reading</a></li> <li>• Guiding questions</li> </ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview		
Lesson Number	Lesson 18: "Providence"	<b>Modified Lesson Overview</b>
Description	In this lesson, students read the poem "Providence" by Natasha Tretheway. Students then analyze the language and meaning of the poem to determine a theme.	This lesson is optional
Let's Express Our Understanding	Write down how the messages provided in <i>Letters from Katrina: Stories of Hope and Inspiration</i> are similar to and different from what the poet describes in "Providence."	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students analyze the language and meaning of the poem "Providence"?</li> <li>• Can students analyze poetry?</li> </ul>	

Text(s)	<i>Letter From Katrina: Stories of Hope and Inspiration &amp; "Providence"</i> by Natasha Tretheway	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● <a href="#">TP-CASTT</a> organizer</li> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview		
Lesson Number	Lesson 19: "Providence" reading with fluency and review the influence of point of view	<b>Modified Lesson Overview</b>
Description	In this lesson, students compare how different points of view can influence a reader. Students then practice reading the poem "Providence" fluently and with expression.	This lesson is optional
Let's Express Our Understanding	Practice reading the poem with your partner and provide feedback.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students compare first-person accounts in "Providence" to third-person accounts in <i>Hurricanes: Earth's Mightiest Storms</i>?</li> <li>● Can students compare and contrast points of view?</li> </ul>	
Text(s)	"Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber & "Providence" by Natasha Tretheway	
Materials	Lesson Materials:	Possible Supports During the

	<ul style="list-style-type: none"> <li>● T-chart organizer handout</li> <li>● Fluency partner checklist</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	Lesson: <ul style="list-style-type: none"> <li>● <a href="#">choral reading</a> or <a href="#">echo reading</a></li> <li>● Guiding questions</li> </ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview			
Lesson Number	Lesson 20: “Providence” reading with fluency and visual theme enhancement		<b>Modified Lesson Overview</b>
Description	In this lesson, students discuss possible themes of “Providence” and create a visual to enhance the theme of the poem. Students also reread “Providence” fluently and with expression, incorporating their newly created visual.		This lesson is optional
Let’s Express Our Understanding	Write down how your visual helps readers better understand the theme of the poem.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the theme of “Providence”?</li> <li>● Can students determine the theme of a poem?</li> </ul>		
Text(s)	“Providence” by Natasha Tretheway		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Access to a computer or paper</li> <li>● Drawing supplies</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	

	<ul style="list-style-type: none"> <li>● <a href="#">TP-CASTT</a> handout</li> <li>● Fluency partner checklist</li> <li>● Reading Log</li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>		
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview		
Section Number	Section 6	<b>Modified Section Overview</b>
Description	Hurricanes	Hurricanes
Assessment	<p>Students write a paragraph describing how some of the pictures from the image gallery could support a narrative about a hurricane.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the elements of historical fiction are used in texts throughout the unit. This prepares students to analyze how historical fiction is used to tell a narrative.</p> <p>Students also demonstrate their ability to use transitional phrases to move from one idea to the next. This prepares students to write a narrative.</p>	<p>Students write a paragraph describing how some of the pictures from the image gallery could support a narrative about a hurricane.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the elements of historical fiction are used in texts throughout the unit. This prepares students to analyze how historical fiction is used to tell a narrative.</p> <p>Students also demonstrate their ability to use transitional phrases to move from one idea to the next. This prepares students to write a narrative.</p>

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student explain how the elements of historical fiction are used in texts throughout the unit?</li> <li>• How well does the student explain that the theme of <i>I Survived Hurricane Katrina, 2005</i> is that when unexpected things happen in our lives, we sometimes need to change our thoughts and plans?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student explain how the elements of historical fiction are used in a text?</li> <li>• How well does the student explain the theme of a text?</li> </ul>	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student explain how the elements of historical fiction are used in texts throughout the unit?</li> <li>• How well does the student explain that the theme of <i>I Survived Hurricane Katrina, 2005</i> is that when unexpected things happen in our lives, we sometimes need to change our thoughts and plans?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student explain how the elements of historical fiction are used in a text?</li> <li>• How well does the student explain the theme of a text?</li> </ul>	
Section Length	5 lessons	5 lessons	
Additional Supports for Diverse Learners	Before Section:	During the Section:	<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>• Original and adapted versions_ of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>• <a href="#">Louisiana Connectors</a></li> <li>• Essential Elements Cards - <a href="#">Grades 3-5 Literature</a></li> <li>• Student Response Modes - <a href="#">ELA</a></li> <li>• Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>• IEP Goals</li> <li>• Assistive Technology</li> <li>• Additional Supports for Diverse Learners specific for Section 06 of Grade 04 <i>Hurricanes</i></li> <li>• <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>• Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>• Writing rubric/criteria for development and evaluation of a response</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this</p>		

document as needed when implementing each lesson.

### Lesson Overview

Lesson Overview			
Lesson Number	Lesson 21: Determining message and analyzing structure in <i>Letters from Katrina</i>		Modified Lesson Overview
Description	In this lesson, students read <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis and engage in a discussion to analyze how characters are feeling and acting before the hurricane. Students then summarize how one character in the text feels or acts before a hurricane.		In this lesson, students read <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis and as needed an <a href="#">Adapted version</a> , and identify how characters are feeling before the hurricane. <ul style="list-style-type: none"> <li>Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. <a href="#">(LC.RL.4.3c)</a></li> </ul>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>Write a summary of how a character from the text feels before Hurricane Katrina arrives. Include evidence from the text to support your summary and use transitional phrases as you move from one idea to the next.</li> </ul>		<ul style="list-style-type: none"> <li>Develop one or two sentences describing how a character from the text feels before Hurricane Katrina arrives. Include evidence from the text to support your summary.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain how the elements of historical fiction are used in texts throughout the unit?</li> <li>Can students explain how the elements of historical fiction are used in a text?</li> </ul>		<ul style="list-style-type: none"> <li>Can students explain how the elements of historical fiction are used in texts throughout the unit?</li> <li>Can students explain how the elements of historical fiction are used in a text?</li> </ul>
Text(s)	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis		<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Peer circle preparation handout</li> <li>Reading Log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li><a href="#">paired/partner reading</a></li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li><a href="#">Student Response Modes</a></li> </ul>

	<ul style="list-style-type: none"><li>● <a href="#">Accountable talk</a></li><li>● <a href="#">Conversation stems</a> learning tool</li><li>● <a href="#">Teacher talk moves</a></li></ul>	<ul style="list-style-type: none"><li>● Guiding questions</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Adapting Lesson Plans</a></li><li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions</li><li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.3c)</a>:<ul style="list-style-type: none"><li>○ Character maps</li><li>○ Interactive white board</li><li>○ Character sorts</li><li>○ Read aloud texts</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading.</li><li>○ Pictures, objects, or tactile representations to illustrate the key details.</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>○ Simpler or shorter text of the same story with the same key events or details</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 22: <i>I Survived Hurricane Katrina, 2005</i> Theme Analysis	Modified Lesson Overview
Description	In this lesson, students review their summaries of how a character from a book feels or acts before the hurricane and determine a theme from the reading. Students then work with partners to support the theme with specific evidence from the text.	In this lesson, students review their summaries of how a character from a book feels or acts before the hurricane and determine a theme from the reading. <ul style="list-style-type: none"> <li>● Determine the theme of a story, drama, or poem; refer to text to support the answer. <a href="#">(LC.RL.4.2b)</a></li> </ul>
Let's Express Our Understanding	Write a paragraph that explains how the meaning of <i>one day</i> relates to the theme of the story. Include evidence from the text remembering to use transitional phrases as you move from one idea to the next.	Develop one to two sentences that explain how the meaning of <i>one day</i> relates to the theme of the story. Include evidence from the text including transitional phrases as you move from one idea to the next.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain that the theme of <i>I Survived Hurricane Katrina, 2005</i> is that when unexpected things happen in our lives, we sometimes need to change our thoughts and plans?</li> <li>● Can students determine and explain the theme of a text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students explain that the theme of <i>I Survived Hurricane Katrina, 2005</i> is that when unexpected things happen in our lives, we sometimes need to change our thoughts and plans?</li> <li>● Can students determine and explain the theme of a text?</li> </ul>
Text(s)	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● A highlighter</li> <li>● Theme organizer handout</li> <li>● Reading Log</li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio</a></li> <li>● <a href="#">paired/partner reading</a></li> <li>● <a href="#">Transitions</a> learning tool</li> <li>● <a href="#">Evidence sentence starters</a> learning tool</li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.2b)</a>: <ul style="list-style-type: none"> <li>○ Story map graphic organizer</li> <li>○ Blank storyboards</li> <li>○ Pre-drawn storyboard to use for sorting</li> <li>○ Picture representations describing the possible details of the specific story</li> <li>○ Cloze notes with picture supports for text and students input</li> <li>○ Highlighted text</li> <li>○ Simplified text options</li> <li>○ Errorless learning techniques</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview		
Lesson Number	Lesson 23: Prepare for literature circle discussions	<b>Modified Lesson Overview</b>

Description	In this lesson, students read about how Barry experienced Hurricane Katrina in chapters 7, 8, 9, and 10 of <i>I Survived Hurricane Katrina, 2005</i> . Students also prepare for a literature circle discussion.	In this lesson, students read about how Barry experienced Hurricane Katrina in chapters 7, 8, 9, and 10 of <i>I Survived Hurricane Katrina, 2005</i> and as needed an <a href="#">Adapted version</a> . <ul style="list-style-type: none"> <li>Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. <a href="#">(LC.RL.4.3b)</a></li> </ul>
Let's Express Our Understanding	Add to your character summary keeping in mind the new emotions your character experienced.	Add to your character summary keeping in mind the new emotions your character experienced.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students summarize their chosen character's family experience?</li> <li>Can students summarize a text?</li> </ul>	<ul style="list-style-type: none"> <li>Can students summarize their chosen character's family experience?</li> <li>Can students summarize a text?</li> </ul>
Text(s)	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Independent reading organizer handout</li> <li><a href="#">Summarizing</a></li> <li>Reading Log</li> </ul> <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li><a href="#">Transitions</a> learning tool</li> <li><a href="#">Evidence sentence starters</a> learning tool</li> <li>Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.3b)</a> <ul style="list-style-type: none"> <li>Character maps</li> <li>Interactive white board</li> <li>Character sorts</li> <li>Read aloud texts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Content delivered using multi-</li> <li>○ media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading.</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details.</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-</li> <li>○ readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>○ Simpler or shorter text of the same story with the same key events or details</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 24: Literature Circles	<b>Modified Lesson Overview</b>
Description	In this lesson, students read more about Barry’s experiences in / <i>Survived Hurricane Katrina, 2005</i> . Students then meet with their	In this lesson, students read more about Barry’s experiences in / <i>Survived Hurricane Katrina, 2005</i> and as needed an <a href="#">Adapted</a>

	literature circle groups.	<a href="#">version</a> . <ul style="list-style-type: none"> <li>Determine the theme of a story, drama, or poem; refer to text to support the answer. <a href="#">(LC.RL.4.2b)</a></li> </ul>	
Let's Express Our Understanding	Add to your theme paragraph and continue to explain the meaning of <i>one day</i> as it relates to the theme of the story. Include evidence from the text remembering to use transitional phrases as you move from one idea to the next.	Add to your theme paragraph and continue to explain the meaning of <i>one day</i> as it relates to the theme of the story. Include evidence from the text remembering to use transitional phrases as you move from one idea to the next.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students discuss their analysis of <i>I Survived Hurricane Katrina, 2005</i>?</li> <li>Can students participate in a literature circle?</li> </ul>	<ul style="list-style-type: none"> <li>Can students discuss their analysis of <i>I Survived Hurricane Katrina, 2005</i>?</li> <li>Can students participate in a literature circle?</li> </ul>	
Text(s)	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>A dictionary</li> <li>Independent reading organizer handout</li> <li>Literature circle preparation guide</li> <li>Reading Log</li> <li><a href="#">Discussion tracker</a> learning tool</li> <li><a href="#">Conversation stems</a> learning tool</li> <li><a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio</a></li> <li>Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.2b)</a>: <ul style="list-style-type: none"> <li>Story map graphic organizer</li> <li>Blank storyboards</li> <li>Pre-drawn storyboard to use for sorting</li> <li>Picture representations describing the possible details of the specific story</li> <li>Cloze notes with picture supports for text and students input</li> <li>Highlighted text</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Simplified text options</li> <li>○ Errorless learning techniques</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

<b>Lesson Overview</b>
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Lesson Number	Lesson 25: Using art to express emotions of characters and to compliment the main idea in literary texts		Modified Lesson Overview
Description	In this lesson, students study artwork by children who experienced Katrina firsthand and engage in a class discussion about how artwork can show emotion and add to a text. Students also examine how they can use images or artwork in their writing.		In this lesson, students study artwork by children who experienced Katrina firsthand and explain how artwork can show emotion and add to a text. <ul style="list-style-type: none"> <li>● Make connections between the text of a story and the visual representations, refer back to text/illustrations to support the answer. (<a href="#">LC.RL.4.7b</a>)</li> </ul>
Let's Express Our Understanding	Write a paragraph about how some of the pictures from the image gallery could support your narrative about a hurricane or illustrate your multimedia presentation.		Develop one to two sentences about how some of the pictures from the image gallery could support your narrative about a hurricane or illustrate your multimedia presentation.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine what emotions are being shown through the artwork?</li> <li>● Can students refer to the text in order to provide evidence?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine what emotions are being shown through the artwork?</li> <li>● Can students refer to the text in order to provide evidence?</li> </ul>
Text(s)	<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis		<i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The emotion bubble</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>map handout</p> <ul style="list-style-type: none"> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Audio</a></li> <li>● Guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.7b)</a>: <ul style="list-style-type: none"> <li>○ Read aloud texts that contain supportive illustrations</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
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Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

### Section Overview

Section Overview		
Section Number	Section 7	Modified Section Overview
Description	Hurricanes	Hurricanes
Assessment	<p>Students produce an essay for the Culminating Writing Task.</p> <p><b>Culminating task connections:</b> Students write a narrative about a character who experiences a hurricane firsthand.</p> <p>Students also use effective technique, descriptive details, and clear event sequences.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop the main events of their story?</li> <li>● How well does the student develop a narrative that includes the characters, setting, and theme of their chosen hurricane?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop a narrative?</li> <li>● How well does the student use dialogue to show a character’s feelings and emotions?</li> </ul>	<p>Students create a permanent product about a character who experiences a hurricane firsthand. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Review the texts and information gathered about hurricanes from the unit.</li> <li>● Take notes about the various elements of a hurricane to understand what weather elements might be experienced during a storm.</li> <li>● Select a main character. It could be someone you know or someone you made up. It could be a human or an animal.</li> <li>● Map out the events of the story, including elements from your notes. The narrative should be realistic and reflect experiences that could be encountered during a hurricane.</li> <li>● Use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their experiences and how they respond to different events.</li> <li>● If models are needed, read <i>Call Me Hero, My Louisiana Sky</i>, or <i>I Survived Hurricane Katrina, 2005</i>, as</li> </ul>



		<p>these texts provide first person accounts of hurricanes from different characters.</p> <ul style="list-style-type: none"> <li>● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</li> <li>● Publish your story using technology and present the story, adding appropriate visual displays or pictures.</li> </ul> <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p> <p><b>Culminating task connections:</b> Students develop a narrative about a character who experiences a hurricane firsthand.</p> <p>Students also use effective technique, descriptive details, and clear event sequences.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop the main events of their story?</li> <li>● How well does the student develop a narrative that includes the characters, setting, and theme of their chosen hurricane?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop a narrative?</li> <li>● How well does the student use dialogue to show a character's feelings and emotions?</li> </ul>	
Section Length	7 lessons		7 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>● Original and adapted versions_ of <ul style="list-style-type: none"> <li>○ <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> </ul> </li> </ul>

- “Big Winds and Big Damage” from *Earth’s Mightiest Storms* by Patricia Lauber
- “Providence” by Natasha Tretheway
- “My Home is New Orleans” by Mike Miller
- “Katrina Couldn’t Knock Me Down” by Elizabeth-Madisonville, Louisiana
- *Letter From Katrina: Stories of Hope and Inspiration*
- *My Louisiana Sky* by Kimberly Willis Holt
- *Surviving Hurricanes* by Elizabeth Raum
- *Call Me Hero* by Claire Boudreaux Bateman

- Louisiana Connectors
- Essential Elements Cards -[Grades 3-5 Literature](#)
- Student Response Modes - ELA
- Videos (e.g., Let’s Set the Context videos) or audio versions of the text.
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 04 of Grade 04 Hurricanes
- English Language Arts Guidebook Reading Support
- Word lists (e.g., passage- or text-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

The Supports Flow Chart includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

## Lesson Overview

Lesson Number	Lesson 26: Determining context for Culminating Writing Task		Modified Lesson Overview
Description	<p>In this lesson, students read the culminating writing task directions and review the culminating writing task rubric. Students then prepare to write a narrative about a person who experiences a hurricane firsthand by building understanding and gathering information.</p>		<p>In this lesson, students are given the culminating writing task directions and the culminating writing task rubric. Students then prepare to develop a narrative about a person who experiences a hurricane firsthand.</p> <ul style="list-style-type: none"> <li>● Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). <a href="#">(LC. W.4.4a)</a></li> <li>● Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts. <a href="#">(LC.RL.4.10)</a></li> </ul>
Let's Express Our Understanding	Discuss your answers from your organizer with your partner.		Discuss your answers from your organizer.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe in detail about the hurricane they chose to write about?</li> <li>● Can students provide evidence such as details and examples to explain the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students describe in detail about the hurricane they chose to write about?</li> <li>● Can students provide evidence such as details and examples to explain the text?</li> </ul>
Text(s)	All unit texts		All unit texts
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating writing task directions and rubric</li> <li>● Hurricane notes organizer handout</li> <li>● The Louisiana Preparedness Guide</li> <li>● Unit notes</li> <li>● Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <ul style="list-style-type: none"> <li>● <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>● "Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber</li> <li>● "Providence" by Natasha Tretheway</li> <li>● "My Home is New Orleans" by Mike Miller</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>● <a href="#">Conversation stems</a> learning tool</li><li>● <a href="#">Teacher talk moves</a></li></ul>		<ul style="list-style-type: none"><li>● “Katrina Couldn’t Knock Me Down” by Elizabeth-Madiosonville, Louisiana</li><li>● <i>Letter From Katrina: Stories of Hope and Inspiration</i></li><li>● <i>My Louisiana Sky</i> by Kimberly Willis Holt</li><li>● <i>Surviving Hurricanes</i> by Elizabeth Raum</li><li>● <i>Call Me Hero</i> by Claire Boudreaux Bateman</li><li>● <a href="#">Student Response Modes</a></li><li>● <a href="#">Adapting Lesson Plans</a></li><li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions</li><li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.10)</a><ul style="list-style-type: none"><li>○ Reflective journals</li><li>○ Coding sheets</li><li>○ Pencils/notebooks</li><li>○ Chapter books</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlight and review unfamiliar words in the text.</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

<b>Lesson Overview</b>
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Lesson Number	Lesson 27: Planning a Narrative for the Culminating Writing Task	Modified Lesson Overview
Description	<p>In this lesson, students read <i>Call Me Hero</i> by Claire Boudreaux Bateman and think about the elements of a narrative and how the text incorporates them. Students then begin brainstorming the characters, setting, and theme of their stories.</p>	<p>In this lesson, students read <i>Call Me Hero</i> by Claire Boudreaux Bateman and as needed an <a href="#">Adapted version</a>, and think about the elements of a narrative and how the text incorporates them. Students then begin brainstorming the characters, setting, and theme of their stories.</p> <ul style="list-style-type: none"> <li>● Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). <a href="#">(LC. W.4.4a)</a></li> <li>● Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts. <a href="#">(LC.RL.4.10)</a></li> </ul>
Let's Express Our Understanding	<p>Plan out the initial elements of a narrative:</p> <ul style="list-style-type: none"> <li>● Characters</li> <li>● Setting</li> <li>● Theme</li> </ul>	<p>Plan out the initial elements of a narrative:</p> <ul style="list-style-type: none"> <li>● Characters</li> <li>● Setting</li> <li>● Theme</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the narrative elements in <i>Call Me Hero</i>?</li> <li>● Can students explain the elements of a narrative?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students determine the narrative elements in <i>Call Me Hero</i>?</li> <li>● Can students explain the elements of a narrative?</li> </ul>	
Text(s)	<i>Call Me Hero</i> by Claire Boudreaux Bateman	<i>Call Me Hero</i> by Claire Boudreaux Bateman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Narrative brainstorming handout</li> <li>● Writing techniques evidence chart</li> <li>● Culminating writing task directions and rubric</li> <li>● Hurricane notes organizer handout</li> <li>● The Louisiana Preparedness Guide</li> <li>● Unit notes</li> <li>● Reading Log</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">paired/partner reading</a></li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>Call Me Hero</i> by Claire Boudreaux Bateman</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.10)</a> : <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Coding sheets</li> <li>○ Pencils/notebooks</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlight and review unfamiliar words in the text.</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 28: Developing and organizing plot for the culminating writing task	<b>Modified Lesson Overview</b>
Description	In this lesson, students map out the main events that will take place in their narratives. Students then brainstorm details that they would like to include as part of the plot.	<p>In this lesson, students map out the main events that will take place in their narratives. Students then brainstorm details that they would like to include as part of the plot.</p> <ul style="list-style-type: none"> <li>● Sequence events that unfold naturally <a href="#">(LC.W.4.3b)</a></li> <li>● Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts. <a href="#">(LC.RL.4.10)</a></li> </ul>
Let's Express Our Understanding	Organize your sticky notes into three columns of beginning, middle, and end. Share your columns with your partner.	Organize your sticky notes into three columns of beginning, middle, and end. Share your columns with your partner.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop the main events of their story?</li> <li>● Can students write the main events of a narrative?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students develop the main events of their story?</li> <li>● Can students write the main events of a narrative?</li> </ul>

Text(s)	All unit texts		All unit texts
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Yellow, pink, and blue sticky notes</li> <li>● Narrative brainstorming handout</li> <li>● Writing techniques evidence chart</li> <li>● Culminating writing task directions and rubric</li> <li>● Hurricane notes organizer handout</li> <li>● The Louisiana Preparedness Guide</li> <li>● Unit notes</li> <li>● Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">paired/partner reading</a></li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>Call Me Hero</i> by Claire Boudreaux Bateman</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.10)</a> : <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Coding sheets</li> <li>○ Pencils/notebooks</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlight and review unfamiliar words in the text.</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 29: Writing the Rough Draft of the Culminating Writing Task	Modified Lesson Overview
Description	In this lesson, students review the culminating writing task directions. Students then begin writing their rough drafts while focusing on character, setting, and theme.	<p>In this lesson, students review the culminating writing task directions. Students then begin writing their rough drafts while focusing on character, setting, and theme.</p> <ul style="list-style-type: none"> <li>● Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters. <a href="#">(LC.W.4.3a)</a></li> <li>● Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts. <a href="#">(LC.RL.4.10)</a></li> </ul>
Let's Express Our Understanding	Write your rough draft.	Develop your rough draft.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students write a narrative that includes the characters, setting, and theme of their chosen hurricane?</li> <li>● Can students develop a narrative?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students develop a narrative that includes the characters, setting, and theme of their chosen hurricane?</li> <li>● Can students develop a narrative?</li> </ul>

Text(s)	All unit texts		All unit texts
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Completed yellow, pink, and blue sticky notes</li> <li>● Narrative brainstorming handout</li> <li>● Writing techniques evidence chart</li> <li>● Culminating writing task directions and rubric</li> <li>● Unit notes</li> <li>● Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>Call Me Hero</i> by Claire Boudreaux Bateman</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature (LC.RL.4.10)</a> : <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Coding sheets</li> <li>○ Pencils/notebooks</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlight and review unfamiliar words in the text.</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 30: Editing narrative writing with a peer		Modified Lesson Overview
Description	In this lesson, students participate in group huddles to review the elements of a narrative. Students also review and edit their work and the work of a peer. Students then revise their own writing.		In this lesson, students review and edit their work. Students then revise their own writing. <ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, edit permanent products for clarity and meaning. <a href="#">(LC.W.4.5c)</a></li> </ul>
Let's Express Our Understanding	After reviewing the comments and highlighted sections of your narrative from your peers, revise your essay.		After reviewing the comments and highlighted sections of your narrative from your peers, revise your essay.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the main character changes from the beginning to the end of the narrative?</li> <li>● Can students provide evidence such as details and examples to explain a character?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the main character changes from the beginning to the end of the narrative?</li> <li>● Can students provide evidence such as details and examples to explain a character?</li> </ul>
Text(s)	All unit texts		All unit texts
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Blue, pink, yellow, and green highlighters</li> <li>● Rough draft</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">shared writing</a></li> <li>● Model using <a href="#">student</a></li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of</li> </ul>

	<ul style="list-style-type: none"> <li>● Culminating writing task directions and rubric</li> <li>● <a href="#">Conversation stems</a> learning tool</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">examples</a> or <a href="#">mentor texts</a></li> <li>● <a href="#">ELA Guidebook Grammar Guide</a></li> <li>● <a href="#">WriteAlong</a> lessons to target a skill or concept</li> <li>● Culminating writing task exemplar</li> <li>● Guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>● “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber</li> <li>● “Providence” by Natasha Tretheway</li> <li>● “My Home is New Orleans” by Mike Miller</li> <li>● “Katrina Couldn’t Knock Me Down” by Elizabeth Madiosonville, Louisiana</li> <li>● <i>Letter From Katrina: Stories of Hope and Inspiration</i></li> <li>● <i>My Louisiana Sky</i> by Kimberly Willis Holt</li> <li>● <i>Surviving Hurricanes</i> by Elizabeth Raum</li> <li>● <i>Call Me Hero</i> by Claire Boudreaux Bateman</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Literature</a></li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 31: Editing and publishing narratives for the Culminating Writing Task	<b>Modified Lesson Overview</b>
Description	In this lesson, students complete the writing process for the culminating writing task by editing and publishing their essays. Students also use dialogue correctly to develop events and show the character’s thoughts and responses to events.	In this lesson, students complete the writing process for the culminating writing task by editing and publishing their essays. Students also use dialogue correctly to develop events and show the character’s thoughts and responses to events. <ul style="list-style-type: none"> <li>● With guidance and support from adults, use technology</li> </ul>

		<p>to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). <a href="#">(LC.W.4.6)</a></p> <ul style="list-style-type: none"> <li>When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. <a href="#">(LC.W.4.3c)</a></li> </ul>	
Let's Express Our Understanding	Publish a neat, organized copy of your narrative.	Publish a neat, organized copy of your narrative.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain that authors use dialogue to show a character's feelings and emotions?</li> <li>Can students use dialogue to show a character's feelings and emotions?</li> </ul>	<ul style="list-style-type: none"> <li>Can students explain that authors use dialogue to show a character's feelings and emotions?</li> <li>Can students use dialogue to show a character's feelings and emotions?</li> </ul>	
Text(s)	All unit texts	All unit texts	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Dialogue in narrative handout</li> <li>Rough draft</li> <li>Culminating writing task directions and rubric</li> <li><a href="#">Teacher talk moves</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">shared writing</a></li> <li>Model using <a href="#">student examples</a> or <a href="#">mentor texts</a></li> <li><a href="#">ELA Guidebook Grammar Guide</a></li> <li><a href="#">WriteAlong</a> lessons to target a skill or concept</li> <li>Culminating writing task exemplar</li> <li>Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of <ul style="list-style-type: none"> <li><i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>"Big Winds and Big Damage" from <i>Earth's Mightiest Storms</i> by Patricia Lauber</li> <li>"Providence" by Natasha Tretheway</li> <li>"My Home is New Orleans" by Mike Miller</li> <li>"Katrina Couldn't Knock Me Down" by Elizabeth-Madiosonville, Louisiana</li> <li><i>Letter From Katrina: Stories of Hope and Inspiration</i></li> <li><i>My Louisiana Sky</i> by Kimberly Willis Holt</li> <li><i>Surviving Hurricanes</i> by Elizabeth Raum</li> <li><i>Call Me Hero</i> by Claire Boudreaux Bateman</li> </ul> </li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> </ul>

			<ul style="list-style-type: none"> <li>• Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions</li> <li>• Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 32: Share and analyze narratives	Modified Lesson Overview
Description	In this lesson, students select a scene from their narrative that they would like to visually display in order to enhance the theme. Students then share their narratives in small groups and discuss how a main character’s perspective, experiences, and reactions add information to the facts of a hurricane.	In this lesson, students select a scene from their narrative that they would like to visually display in order to enhance the theme. Students then share their narratives in small groups and discuss how a main character’s perspectives, experiences, and reactions add information to the facts of a hurricane. <ul style="list-style-type: none"> <li>• Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics). <a href="#">(LC.W.4.8b)</a></li> </ul>
Let’s Express Our Understanding	Publish a neat, organized copy of your narrative.	Publish a neat, organized copy of your narrative.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify dialogue, feelings, and actions of a character from a peer’s narrative?</li> <li>• Can students provide evidence such as details and examples to explain a character?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify dialogue, feelings, and actions of a character from a peer’s narrative?</li> <li>• Can students provide evidence such as details and examples to explain a character?</li> </ul>

Text(s)	All unit texts		All unit texts
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Drawing paper</li> <li>● Drawing supplies</li> <li>● T-chart handout</li> <li>● Final draft</li> <li>● <a href="#">Accountable talk</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <ul style="list-style-type: none"> <li>● <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis</li> <li>● “Big Winds and Big Damage” from <i>Earth’s Mightiest Storms</i> by Patricia Lauber</li> <li>● “Providence” by Natasha Tretheway</li> <li>● “My Home is New Orleans” by Mike Miller</li> <li>● “Katrina Couldn’t Knock Me Down” by Elizabeth-Madisonville, Louisiana</li> <li>● <i>Letter From Katrina: Stories of Hope and Inspiration</i></li> <li>● <i>My Louisiana Sky</i> by Kimberly Willis Holt</li> <li>● <i>Surviving Hurricanes</i> by Elizabeth Raum</li> <li>● <i>Call Me Hero</i> by Claire Boudreaux Bateman</li> </ul> </li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 04 of Grade 04 Hurricanes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 3-5 Informational Text</a></li> </ul>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview		
Section Number	Section 8	Modified Section Overview

Description	Hurricanes		This section is optional
Assessment	<p>Students are given approximately 40 minutes to reread a text and write a multi-paragraph essay that explains why storms are considered “famous.” Students must cite evidence from the chapter “Some Other Famous Hurricanes” to support their response and be sure to observe the conventions of standard English.</p> <p><b>Culminating task connections:</b> N/A - Students completed the culminating writing task in the previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student accurately respond to text dependent questions on a Cold-Read Assessment?</li> <li>● How well does the student write an essay that explains why some storms are considered “famous?”</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify supporting evidence for specific text dependent questions?</li> <li>● How well does the student introduce ideas, cite textual evidence to support a response, and provide a concluding statement?</li> </ul>		
Length	2 lessons		
Additional Supports for Diverse Learners	BeforeSection:	During the Section:	
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

**Lesson Overview**



Lesson Number	Lesson 33: Cold-read task, multiple choice questions	Modified Lesson Overview
Description	In this lesson, students assess their ability to read, understand, and express understanding of a complex, grade-level text about hurricanes by taking a cold-read task.	This lesson is optional
Let's Express Our Understanding	<p>Students are given approximately 35 minutes to answer 6 questions.</p> <ul style="list-style-type: none"> <li>● <i>Reread paragraph 3.</i> <ul style="list-style-type: none"> <li>○ “Worse was to come. In early October one of the most powerful hurricanes ever to pound North America was building up in the Caribbean. On October 12, Hurricane Hazel slammed into Haiti, leveling three towns and killing 1,000 people. The storm was so big that 12 inches of rain <u>drenched</u> Puerto Rico, 500 miles from Haiti.”</li> <li>○ What is the meaning of the word <i>drenched</i> as it is used in the last sentence of paragraph 3?</li> </ul> </li> <li>● What phrase in the paragraph <b>best</b> helps in understanding the meaning of the word <i>drenched</i>?</li> <li>● Which sentence <b>best</b> explains what happens when early warning systems are used?</li> <li>● What evidence <b>best</b> supports the answer to Part A?</li> <li>● Which <b>best</b> states how the pictures on page 51 help in understanding the information in this chapter?</li> <li>● What <b>two</b> pieces of evidence from the right hand picture <b>best</b> support the answer to Part A?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Which <b>best</b> explains the information presented in the maps and caption on page 54?</li> <li>• What evidence from page 54 <b>best</b> supports the answer to Part A?</li> <li>• How does the author organize the information in “Some Other Famous Hurricanes”?</li> <li>• Select <b>two</b> pieces of evidence that support the answer to Part A.</li> <li>• What is the main idea of the chapter "Some Other Famous Hurricanes"?</li> <li>• Which <b>three</b> details from the chapter <b>best</b> support the answer to Part A?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students accurately respond to text dependent questions on a Cold-Read Assessment?</li> <li>• Can students identify supporting evidence for specific text dependent questions?</li> </ul>	
Text(s)	<i>“Some Other Famous Hurricanes”</i> from <i>Earth’s Mightiest Storms</i> by Patricia Lauber	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-Read Assessment</li> <li>• Practice Cold-Read Assessment answer sheet</li> </ul>	Possible Supports During the Lesson:
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

### Lesson Overview

Lesson Number	Lesson 34: Cold-read task, essay response	<b>Modified Lesson Overview</b>
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Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text by writing a multi-paragraph essay.		This lesson is optional
Let's Express Our Understanding	<p>Students are given approximately 40 minutes to reread the text and write a multi-paragraph essay.</p> <p>Write a multi-paragraph essay that explains why these storms are considered "famous." Cite evidence from the chapter "Some Other Famous Hurricanes" to support your response. Be sure to observe the conventions of standard English.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students write an essay that explains why some storms are considered "famous?"</li> <li>● Can students introduce ideas, cite textual evidence to support a response, and provide a concluding statement?</li> </ul>		
Text(s)	<i>"Some Other Famous Hurricanes"</i> from <i>Earth's Mightiest Storms</i> by Patricia Lauber		
Materials	<p>Lesson Materials:</p> <p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Cold-Read Assessment</li> <li>● Practice Cold-Read Assessment answer sheet</li> </ul>	Possible Supports During the Lesson:	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

**Section Overview**

Section Number	Section 9		Modified Section Overview
Description	Hurricanes		This section is optional
Assessment	<p>Students must respond to the following research topic: “Write a report in which you introduce the hurricane; group the related information in paragraphs, providing formatting such as headings or illustrations where appropriate; develop the topic with evidence from their research; and provide a concluding statement that is related to the information presented. Then, as a group, publish your report using technology.”</p> <p><b>Culminating task connections:</b> N/A - Students completed the culminating writing task in the previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student research a hurricane that affected the coast of Louisiana?</li> <li>● How well does the student include multimedia that matches their presentation?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> <li>● How well does the student create a multimedia presentation?</li> </ul>		
Section Length	7 lessons		
Additional Supports for Diverse Learners	Before the Section:	During the Section:	
	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this		

	document as needed when implementing each lesson.
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Lesson Overview			
Lesson Number	Lesson 35: Examine a research task and begin conducting research		Modified Lesson Overview
Description	In this lesson, students read the extension task instruction and look at an example of the final product. Students then form research groups and begin researching		This lesson is optional
Let's Express Our Understanding	Share the research you have so far with your group.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the topic of Hurricane Audrey is developed in the text?</li> <li>● Can students conduct short research projects that build knowledge through investigation of different aspects of a topic?</li> </ul>		
Text(s)	"Hurricane Audrey"		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Notetaking guide handout</li> <li>● Extension task directions and rubric</li> <li>● Extension task report exemplar</li> <li>● <a href="#">Conversation stems</a> learning tool</li> <li>● <a href="#">Teacher talk moves</a></li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

**Lesson Overview**

Lesson Number	Lesson 36: Conduct research for extension task		<b>Modified Lesson Overview</b>
Description	In this lesson, students continue researching in their groups. They use the notetaking guide to categorize the information they have learned from their research.		This lesson is optional
Let's Express Our Understanding	Share the research you have so far with your group.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the information they still need and add evidence to their notetaking guide?</li> <li>• Can students gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources?</li> </ul>		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Highlighters</li> <li>• Blank paper</li> <li>• Notetaking guide handout</li> <li>• Extension task directions and rubric</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Guiding questions</li> </ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

**Lesson Overview**

Lesson Number	Lesson 37: Write a collaborative report	<b>Modified Lesson Overview</b>
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Description	In this lesson, students write their rough draft and check that it meets the requirements listed in the instructions and rubric.	This lesson is optional
Let's Express Our Understanding	Check your work against the content requirements and rubric.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students write a rough draft of their research paper?</li> <li>• Can students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Highlighters</li> <li>• Blank paper</li> <li>• Notetaking guide handout</li> <li>• Extension task directions and rubric</li> <li>• Extension task report organizer handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Guiding questions</li> </ul>
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview		
Lesson Number	Lesson 38: Revising, editing, and publishing a collaborative report	<b>Modified Lesson Overview</b>
Description	In this lesson, students edit their hurricane reports. Students then check that reports are written in formal English and publish their reports.	This lesson is optional

Let's Express Our Understanding	Type the final draft and be sure to include your source list.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students edit their revised draft?</li> <li>• Can students develop and strengthen writing as needed by planning, revising, and editing?</li> </ul>		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Formal/informal English handout</li> <li>• Extension task directions and rubric</li> <li>• Extension task report organizer handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <a href="#">ELA Guidebook Grammar Guide</a></li> <li>• <a href="#">WriteAlong</a> lessons to target a skill or concept</li> <li>• Guiding questions</li> </ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview		
Lesson Number	Lesson 39: Gathering resources and preparing research for multimedia presentation	<b>Modified Lesson Overview</b>
Description	In this lesson, students examine a multimedia exemplar. Students then review the rubric for their presentation and determine how a presentation differs from a report. Students also prepare research for the multimedia presentation.	This lesson is optional
Let's Express Our Understanding	Plan your presentation with your group and conduct research to find images or create images on your own for your presentation.	



Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe the differences between their extension task report and the extension task presentation?</li> <li>● Can students describe the differences between a report and a presentation?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Highlighters</li> <li>● Final drafts</li> <li>● Formal/informal English handout</li> <li>● Extension task directions and rubric</li> <li>● Extension task presenter planner handout</li> <li>● <a href="#">Extension task presenter exemplar</a></li> </ul>	<p>Possible Supports During the Lesson:</p> <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview		
Lesson Number	Lesson 40: Add graphics and images to multimedia presentation and practice presentations	<b>Modified Lesson Overview</b>
Description	In this lesson, students add or create graphics to their multimedia presentations and practice presenting.	This lesson is optional
Let's Express Our Understanding	Decide who will present each topic and practice your presentation with your group.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students include multimedia that matches their presentation?</li> <li>• Can students create a multimedia presentation?</li> </ul>		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Access to presentation</li> <li>• Presentation planner handout</li> <li>• Extension task presentation rubric</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Guiding questions</li> </ul>	
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview		
Lesson Number	Lesson 41: Multimedia presentations	<b>Modified Lesson Overview</b>
Description	In this lesson, students review expectations for presentations. Students then present their presentations to the class and provide feedback on their peers' presentation	This lesson is optional
Let's Express Our Understanding	Review your feedback together and discuss.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain what they learned from a group's presentation?</li> <li>• Can students provide feedback for a presentation?</li> </ul>	
Text(s)		
Materials	Lesson Materials:	Possible Supports During the

	<ul style="list-style-type: none"><li>• Two index cards</li><li>• Presentation peer evaluation handout</li></ul>	Lesson: <ul style="list-style-type: none"><li>• Guiding questions</li></ul>	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

