

## Grade 4 – *Pushing Up the Sky*

### 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!*

*\*\*\**

*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	<i>Pushing Up the Sky</i>	Original and adapted versions of <i>Pushing Up the Sky</i> .
Unit Description	We will read <i>Pushing Up the Sky</i> by Joseph Bruchac and a series of related literary and informational texts to explore the question: How can folktales help preserve the culture of societies? We will express our understanding through a literary analysis that compares and contrasts how texts from different cultures share a common theme.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Pushing Up the Sky</i> by Joseph Bruchac and a series of related literary and informational texts to explore the question: <i>How can folktales help preserve the culture of societies?</i> To address this question, students will express our understanding through a literary analysis that compares and contrasts how texts from different cultures share a common theme.
Essential Question	How can folktales help preserve the culture of societies?	<i>How can folktales help preserve the culture of societies?</i>
Culminating Task	<p>Compare and contrast one element of two stories we've read in the unit. Conclude the essay by explaining how the two tales share a common theme despite differences in culture.</p> <p>Write a multi paragraph comparison and contrast essay that demonstrates an understanding of the texts and uses proper grammar, conventions, spelling, and grade-appropriate words and phrases. Provide specific details from each text to support the response and use linking words (e.g., <i>another, for example, also, because</i>) to link ideas.</p>	<p>Students create a permanent product that compares and contrasts one element of two stories read in the unit. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Select two stories we've read in the unit, such as               <ul style="list-style-type: none"> <li>○ (1) "Elephant's Child" and "Zlateh the Goat." In both texts, there is a positive outcome from hardship.</li> <li>○ (2) "Possum's Tail" from <i>Pushing Up the Sky</i> and "Elephant's Child," in which a negative consequence arises from a character's poor actions.</li> <li>○ (3) "Pushing Up the Sky" from <i>Pushing Up the Sky</i> and "Ooka and the Case of the Missing Smell." In</li> </ul> </li> </ul>

		<p>these texts, a wise leader provides guidance and leadership resulting in a positive ending.</p> <ul style="list-style-type: none"> <li>● Select one element to compare and contrast, either characters or events.</li> <li>● Compare and contrast the selected element, locating details from each text.</li> <li>● Determine how each story teaches a similar lesson or provides a similar message despite differences in the selected element.</li> <li>● Locate details from each text as support.</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><u>LC.RL.4.9a</u></b> Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p>
Sections & Lessons	<i>10 sections, 41 lessons total</i>	<i>8 sections, 26 lessons total</i>

## Assessment Overview

Guidebook Assessment		Modified Assessment Overview
Culminating Writing Task	<p>Students write a multiparagraph essay that compares and contrasts one element of two stories read in the unit. Students also determine how each story teaches a similar lesson or provides a similar message despite differences in the selected element.</p>	<ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Exemplar student response</li> <li>● Grades 4-5 LAT/RST writing rubric</li> </ul> <p>Students create a permanent product that compares and contrasts one element of two stories read in the unit. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Select two stories we've read in the unit, such as               <ul style="list-style-type: none"> <li>○ (1) "Elephant's Child" and "Zlateh the Goat." In both texts, there is a positive outcome from hardship.</li> <li>○ (2) "Possum's Tail" from <i>Pushing Up the Sky</i> and "Elephant's Child," in which a negative consequence arises from a character's poor actions.</li> <li>○ (3) "Pushing Up the Sky" from <i>Pushing Up the Sky</i> and "Ooka and the Case of the Missing Smell." In these texts, a wise leader provides guidance and leadership resulting in a positive ending.</li> </ul> </li> <li>● Select one element to compare and contrast, either characters or events.</li> <li>● Compare and contrast the selected element, locating details from each text.</li> <li>● Determine how each story teaches a similar lesson or provides a similar message despite differences in the selected element.</li> </ul>

			<ul style="list-style-type: none"> <li>● Locate details from each text as support.</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>LC.RL.4.9a</b> Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p>
Cold-Read Task	Students read “How Yugong Moved the Mountains.” Then students answer a combination of questions.	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer key</li> <li>● Answer sheet</li> <li>● Grades 4-5 LAT/RST writing rubric</li> </ul>	<i>This will be optional.</i>
Extension Task	Students work collaboratively to adapt one of the folktales read in the unit into a script that demonstrates the knowledge they have gained about folktales and how they reflect culture. Students then perform their folktale for the class, using props, visual displays, and/or audio recordings.		<i>This will be optional.</i>

## Section Overview

Section Number	Section 1	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the question: “What is storytelling? What are its characteristics? Write a multi-paragraph essay to answer the questions. Cite evidence from the text to support your ideas.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of storytelling and how it helps to preserve culture. This prepares students to analyze folktales from different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the characteristics of storytelling?</li> <li>● How well does the student explain the role storytelling plays in preserving culture?</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 the text?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> <li>● How well does the student use words and phrases correctly to clearly communicate ideas?</li> </ul>	<p>Students develop a response to the question: “What is storytelling? What are its characteristics? Write a multi-paragraph essay to answer the questions. Cite evidence from the text to support your ideas.” To address these questions, students will:</p> <ul style="list-style-type: none"> <li>● identify the characteristics of storytelling and how it differs from reading a story.</li> <li>● provide evidence such as details and examples from the text.</li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of storytelling and how it helps to preserve culture. This prepares students to analyze folktales from different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, and refer to details from the text. This prepares students to produce a permanent product.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the characteristics of storytelling?</li> <li>● How well does the student explain the role storytelling plays in preserving culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the main idea of the text?</li> </ul>

			<ul style="list-style-type: none"> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> <li>● How well does the student use words and phrases correctly to clearly communicate ideas?</li> </ul>
Section Length	4 lessons		4 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>What is Storytelling?</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 01 of Grade 04 <i>Pushing</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 individual 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 Overview			
Lesson Number	Lesson 1: Defining Storytelling		Modified Lesson Overview
Description	<p>In this lesson, students read “What is Storytelling” from the National Storytelling Network and discuss the characteristics of storytelling. Students also prepare to write by previewing the end of unit tasks.</p>		<p>In this lesson, students read “What is Storytelling” from the National Storytelling Network (and as needed an <a href="#">Adapted version</a>).</p> <ul style="list-style-type: none"> <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.RI.4.4</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	Write 1 thing you learned today about storytelling.		Explain/write 1 thing you learned today about storytelling.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain the characteristics of storytelling and how it differs from reading a story?</li> <li>Can students engage actively in a whole class discussion?</li> </ul>		<ul style="list-style-type: none"> <li>Can students identify the characteristics of storytelling and how it differs from reading a story?</li> <li>Can students engage actively in a whole class discussion with assistance?</li> </ul>
Text(s)	“What is Storytelling?” from the National Storytelling Network		“What is Storytelling?” from the National Storytelling Network
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Vocabulary Log</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> <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Choral reading/Echo reading</a></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of “What is Storytelling?” from the National Storytelling Network by Elizabeth Raam</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></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 Informational Text</a> (<a href="#">LC.RI.4.1a</a>): <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> </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: What is Storytelling?	Modified Lesson Overview
Description	<p>In this lesson, students reread “What is Storytelling” and work in pairs to annotate the text to determine the main idea of each section. Students also trace evidence from the text that supports the idea that folktales help to preserve culture.</p>	<p>In this lesson, students reread “What is Storytelling” (and as needed an <a href="#">Adapted version</a>) and work in pairs (if possible) to annotate (highlight, make notes, etc.) the text to determine the main idea of each section.</p> <ul style="list-style-type: none"> <li>● Determine the main idea of an informational text (<a href="#">LC.RI.4.2a</a>)</li> </ul>

Let's Express Our Understanding	Write 1 fact from the text that supports the idea that folktales help to preserve culture.		Write/locate 1 fact from the text that supports the idea that folktales help to preserve culture.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students understand the connection storytelling has to preserving culture?</li> <li>• Can students provide evidence such as details and examples from the text that support the main idea?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students understand the connection storytelling has to preserving culture?</li> <li>• Can students select provided evidence such as details and examples from the text that support the main idea?</li> </ul>
Text(s)	"What is Storytelling?" from the National Storytelling Network		"What is Storytelling?" from the National Storytelling Network
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Chart paper to create parking lot "Preserving Culture"</li> <li>• Sticky Notes</li> <li>• Reading Log</li> <li>• Annotating Text</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>• Model Annotations for Section 1</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version</a> of "What is Storytelling?" from the National Storytelling Network 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 01 of Grade 04 of Pushing</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> <a href="#">(LC.RI.4.2a)</a>: <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</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>-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 3: Writing About Storytelling	Modified Lesson Overview
Description	In this lesson, students begin to plan for an informative essay based on the text “What is Storytelling?” Students will also develop a topic sentence and gather evidence for the informative essay.	<p>In this lesson, students begin to plan for an informative essay based on the original or <a href="#">adapted version</a> of the text “What is Storytelling?” Students will also develop a topic sentence and gather evidence for the informative essay.</p> <ul style="list-style-type: none"> <li>● Refer to details and examples in a text when explaining what the text says explicitly. <a href="#">(LC.RI.4.1a)</a></li> <li>● With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). <a href="#">(LC.W.4.5a)</a></li> </ul>
Let’s Express Our Understanding	Write explanations that support your evidence on what storytelling is.	Develop/write explanations that support your evidence on what storytelling is.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what storytelling is?</li> <li>● Can students provide evidence such as details and facts from the text in order to demonstrate their understanding of storytelling?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify one to two characteristics that describe storytelling?</li> <li>● Can students select provided evidence such as details and facts from the text in order to demonstrate their understanding of storytelling?</li> </ul>

Text(s)	“What is Storytelling?” from the National Storytelling Network		“What is Storytelling?” from the National Storytelling Network
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Loose leaf paper</li> <li>● Preserving Culture parking lot</li> <li>● Identifying Evidence handout</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>● Model topic sentences</li> <li>● <a href="#">evidence sentence starters</a></li> <li>● <a href="#">shared writing</a></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “What is Storytelling?” from the National Storytelling Network</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 01 of Grade 04 of Pushing</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.4.1a</a>):</b></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 4: Writing an Informative Essay		Modified Lesson Overview
Description	In this lesson, students write an informative essay based on the text “What is Storytelling?”		In this lesson, students write an informative essay based on the text “What is Storytelling?” <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly. (<a href="#">LC.RI.4.1a</a>)</li> <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> </ul>
Let’s Express Our Understanding	<ul style="list-style-type: none"> <li>What are 2 things you learned about writing?</li> <li>What is 1 thing you learned about storytelling?</li> </ul>		<ul style="list-style-type: none"> <li>What are 2 things you learned about writing?</li> <li>What is 1 thing you learned about storytelling?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain what storytelling is and provide characteristics of storytelling?</li> <li>Can students organize and create a draft?</li> </ul>		<ul style="list-style-type: none"> <li>Can students identify what storytelling is and select provided characteristics of storytelling?</li> <li>Can students use a graphic organizer or writing template to create a draft?</li> </ul>
Text(s)	“What is Storytelling?” from the National Storytelling Network		“What is Storytelling?” from the National Storytelling Network
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Exemplar response (not included)</li> <li>Identifying Evidence handout</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="#">evidence sentence starters</a></li> <li><a href="#">shared writing</a></li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of “What is Storytelling?” from the National Storytelling Network 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 01 of Grade 04 of Pushing</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 Informational Text</a></li> <li>(<a href="#">LC.RI.4.1a</a>): <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> </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>			

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## Section Overview

Section Number	Section 2	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the question: “What is the theme of <i>Pushing Up the Sky</i>?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the theme in <i>Pushing Up the Sky</i>. This prepares students to compare and contrast different cultures despite having similar themes.</p> <p>Students also demonstrate their ability to form a claim and provide details and examples when determining the theme of a text. This prepares students to write a literary analysis.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the lesson the villagers learned from what happened?</li> <li>● How well does the student explain how the characters in the village learned that working together was better than working alone?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze the theme of <i>Pushing Up the Sky</i>?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>	<p>Students write a response to the question: “What is the theme of <i>Pushing Up the Sky</i>?” To answer this question, students will:</p> <ul style="list-style-type: none"> <li>● Identify the lesson learned (theme)</li> <li>● Select provided details and examples that identify the chosen theme</li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the theme in <i>Pushing Up the Sky</i>. This prepares students to compare and contrast different cultures despite having similar themes.</p> <p>Students also demonstrate their ability to form a claim and provide details and examples when determining the theme of a text. This prepares students to produce a permanent product.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the lesson the villagers learned from what happened?</li> <li>● How well does the student identify how the characters in the village learned that working together was better than working alone?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the theme of <i>Pushing Up the Sky</i>?</li> </ul>

		<ul style="list-style-type: none"> <li>How well does the student identify provided details and examples from the text when identifying what the text says?</li> </ul>	
Section Length	4 lessons	4 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 <ul style="list-style-type: none"> <li>Excerpt from <i>Pushing up the Sky</i></li> </ul> </li> </ul> </li> <li>Support for Knowledge Demands <ul style="list-style-type: none"> <li>Let's Set the Context video <ul style="list-style-type: none"> <li><a href="#">"Elements of Drama and Scripts"</a></li> </ul> </li> </ul> </li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>Support for Knowledge Demands</li> <li>Let's Set the Context video <ul style="list-style-type: none"> <li><a href="#">"Pushing Up the Sky"</a></li> <li><a href="#">"Universal Themes in Folktales"</a></li> </ul> </li> <li>Support for Language <ul style="list-style-type: none"> <li>Protocol for Explicitly Teaching Vocabulary</li> <li>Vocabulary Task for "chief"</li> </ul> </li> <li>Support for Structure <ul style="list-style-type: none"> <li>Additional questions for Lesson 7</li> </ul> </li> <li>Support for Meaning <ul style="list-style-type: none"> <li>Additional text-dependent questions for Lesson 6</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Pushing Up the Sky</i>, from Native American culture</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 02 of Grade 04 <i>Pushing</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 individual 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 5: Reading a Folktale	<b>Modified Lesson Overview</b>
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Description	<p>In this lesson, students will read <i>Pushing Up the Sky</i>, from Native American culture, start a class culture chart, and determine the meaning of unknown words and phrases from the text.</p>		<p>In this lesson, students will read the original or <a href="#">adapted version</a> of the text <i>Pushing Up the Sky</i>, from Native American culture, start a class culture chart, and determine the meaning of unknown words and phrases from the text.</p> <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>● 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	<p>Write down actions, characters, or events in the text that show us what is important to Native Americans.</p>		<p>Locate the actions, characters, or events in the text that explains what is important to Native Americans.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the meaning of the word totem pole?</li> <li>● Can students provide evidence such as details in order to demonstrate their understanding?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the meaning of the word totem pole?</li> <li>● Can students provide evidence such as details in order to demonstrate their understanding?</li> </ul>
Text(s)	<p><i>Pushing Up the Sky</i>, from Native American culture</p>		<p><i>Pushing Up the Sky</i>, from Native American culture</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culture chart handout</li> <li>● Chart paper to create class culture chart</li> <li>● Vocabulary 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>● <a href="#">Audio recording</a> of <i>Pushing Up the Sky</i></li> <li>● <a href="#">Choral Reading/Echo Reading</a></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Pushing Up the Sky”</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 02 of Grade 04 of Pushing Up the Sky</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.4.2a)</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> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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> </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 6: Summarizing a Folktale		Modified Lesson Overview
Description	In this lesson, students reread <i>Pushing Up the Sky</i> , discuss what a summary is, and write a summary of the folktale.		In this lesson, students reread <i>Pushing Up the Sky</i> , discuss what a summary is, and write a summary of the folktale. <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>● 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> </ul>
Let's Express Our Understanding	Write a summary of <i>Pushing Up the Sky</i> .		Develop a 3-5 sentence summary of <i>Pushing Up the Sky</i> .
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the major events of <i>Pushing Up the Sky</i>?</li> <li>● Can students summarize a text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain the major events of <i>Pushing Up the Sky</i>?</li> <li>● Can students summarize a text?</li> </ul>
Text(s)	<i>Pushing Up the Sky</i> , from Native American culture		<i>Pushing Up the Sky</i> , from Native American culture
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Summarizing anchor</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>chart</p> <ul style="list-style-type: none"> <li>● A somebody wanted summarizing handout</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="#">Summarizing</a> complex texts</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Pushing Up the Sky</i></li> <li>● Additional text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Pushing Up the Sky”</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 02 of Grade 04 of Pushing</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.4.2a)</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> </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 7: Determining Impact of Setting	Modified Lesson Overview
Description	In this lesson, students reread <i>Pushing Up the Sky</i> and discuss the setting and how it affects the story.	<p>In this lesson, students reread the original or <a href="#">adapted version</a> of the text <i>Pushing Up the Sky</i> and discuss the setting and how it affects the story.</p> <ul style="list-style-type: none"> <li>● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters</li> </ul>

		and events, characters and conflicts, setting and conflicts). ( <a href="#">LC.RL.4.3a</a> )	
Let's Express Our Understanding	Write down the setting of <i>Pushing Up the Sky</i> and explain why the setting is important to the story.	Develop 2-3 sentences describing the setting of <i>Pushing Up the Sky</i> and explain why the setting is important to the story.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify elements of the setting of <i>Pushing Up the Sky</i>?</li> <li>• Can students provide evidence such as details and examples to demonstrate understanding of the setting?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify elements of the setting of <i>Pushing Up the Sky</i>?</li> <li>• Can students provide evidence such as details and examples to demonstrate understanding of the setting?</li> </ul>	
Text(s)	<i>Pushing Up the Sky</i> , from Native American culture	<i>Pushing Up the Sky</i> , from Native American culture	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Sticky Notes</li> <li>• Reading log</li> <li>• Setting chart handout</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>• <a href="#">Audio recording</a> of <i>Pushing Up the Sky</i></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 “Pushing Up the Sky”</li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Adapting Lessons</a></li> <li>• Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 02 of Grade 04 of Pushing</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> (<a href="#">LC.RL.4.3a</a>): <ul style="list-style-type: none"> <li>○ Graphic organizers (Web)</li> <li>○ Interactive whiteboard and/or chart paper</li> <li>○ Read aloud texts</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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 8: Determining Theme		Modified Lesson Overview
Description	In this lesson, students reread <i>Pushing Up the Sky</i> , have a discussion on the meaning of the theme, and determine the theme of the text.		In this lesson, students reread the original or <a href="#">adapted version</a> of the text <i>Pushing Up the Sky</i> , have a discussion on the meaning of theme, and determine the theme of the text. <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 the theme of <i>Pushing Up the Sky</i> using the theme guided writing handout.		Develop the theme of <i>Pushing Up the Sky</i> using the theme guided writing handout.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the author of <i>Pushing Up the Sky</i> revealed the theme, “Working cooperatively in a group can accomplish goals that you can not achieve working independently”?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the author of <i>Pushing Up the Sky</i> revealed the theme, “Working cooperatively in a group can accomplish goals that you can not achieve working independently”?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>
Text(s)	<i>Pushing Up the Sky</i> , from Native American culture		<i>Pushing Up the Sky</i> , from Native American culture
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● A theme guided writing handout</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Pushing Up the Sky</i></li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “<i>Pushing Up the Sky</i>”</li> <li>● <a href="#">Student Response Modes</a></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>• 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 02 of Grade 04 of Pushing</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> <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>			

**Section Overview**

Section Number	Section 3	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the prompt: “Compare and contrast the setting of the Native American folktale and the two tall tales. Cite evidence from the text to support your ideas.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the settings of the Native American folktale and two tall tales. This prepares students to analyze the setting of folktales from different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student explain the characteristics of the settings in <i>Pushing Up the Sky</i> and <i>Davy Crockett</i> and <i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>?</li> <li>• How well does the student explain the role the setting plays in describing culture?</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 setting of a text?</li> <li>• How well does the student compare and contrast the settings of multiple texts?</li> <li>• How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>	<p>Students write a response to the prompt: “Compare and contrast the setting of the Native American folktale and the two tall tales. Cite evidence from the text to support your ideas.” To do this, students will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of literal and figurative meanings within the tall tales.</li> <li>• Develop an understanding of the similarities and differences of each character in the tall tales.</li> <li>• Describe the elements of the setting of the three texts.</li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the settings of the Native American folktale and two tall tales. This prepares students to analyze the setting of folktales from different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify the characteristics of the settings in <i>Pushing Up the Sky</i> and <i>Davy Crockett</i> and <i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>?</li> <li>• How well does the student identify the role the setting plays in describing culture?</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 setting of a text?</li> </ul>

			<ul style="list-style-type: none"> <li>● How well does the student compare and contrast the settings of multiple texts?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>
Section Length	4 lessons		4 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>Pushing Up the Sky</i>, <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i></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 03 of Grade 04 <i>Pushing</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 individual 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 9: Reading a Tall Tale		Modified Lesson Overview
Description	In this lesson, students read <i>Davy Crockett</i> from <i>American Tall Tales</i> and discuss figurative language and how it is used to describe characters, setting, and events.		<p>In this lesson, students read the original or <a href="#">adapted version</a> of the text <i>Davy Crockett</i> from <i>American Tall Tales</i> and discuss figurative language and how it is used to describe characters, setting, and events.</p> <ul style="list-style-type: none"> <li>● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). <a href="#">(LC.RL.4.3a)</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	Discuss what Davy Crockett shows about the traits valued on the American frontier and then write it down in your reading log.		Discuss what Davy Crockett's character shows about the traits valued (hard working, determined, etc.) on the American frontier, then respond in your reading log.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the literal and figurative meaning of "walked like an ox"?</li> <li>● Can students provide evidence such as details and examples from the text to support meaning?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify the literal and figurative meaning of "walked like an ox"?</li> <li>● Can students locate evidence such as details and examples from the text to support meaning?</li> </ul>
Text(s)	<i>Davy Crockett</i> from <i>American Tall Tales</i>		<i>Davy Crockett</i> from <i>American Tall Tales</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● A figurative language handout</li> <li>● Vocabulary log</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="#">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 "Davy Crockett" from <i>American Tall Tales</i></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></li> </ul>

			<ul style="list-style-type: none"> <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.4.3a)</a>: <ul style="list-style-type: none"> <li>○ Graphic organizers</li> <li>○ Interactive white board and/or chart paper</li> <li>○ Read aloud texts</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</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>
<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 10: Analyzing a Tall Tale	Modified Lesson Overview
Description	<p>In this lesson, students read <i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>, determine the meaning of figurative language phrases in the text, and add details to their culture charts.</p>	<p>In this lesson, students read the original or <a href="#">adapted version</a> of the text <i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>, determine the meaning of figurative language phrases in the text, and add details to their culture charts.</p> <ul style="list-style-type: none"> <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 details from the two tall tales that teach you about the culture of the American frontier.		Identify and chart the details from the two tall tales that teach you about the culture of the American frontier.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the author's purpose in describing Sally Ann Thunder Ann as being "tall as a sapling"?</li> <li>● Can students provide evidence such as details and examples from the text to support meaning?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify the author's purpose in describing Sally Ann Thunder Ann as being "tall as a sapling"?</li> <li>● Can students locate evidence such as details and examples from the text to support meaning?</li> </ul>
Text(s)	<i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>		<i>Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culture chart handout</li> <li>● Figurative language handout</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 "<i>Sally Ann Thunder Ann Whirlwind</i>" from <i>American Tall Tales</i></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 03 of Grade 04 of Pushing</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 Overview			
Lesson Number	Lesson 11: Analyzing characters' words and actions in a tall tale		Modified Lesson Overview
Description	In this lesson, students reread <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i> and compare two characters based on their words, thoughts, and actions.	In this lesson, students reread the original or <a href="#">adapted version</a> of the text <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i> and compare two characters based on their words, thoughts, and actions <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	Discuss and describe each of the characters' traits using their words, actions, and descriptions.		Discuss and match each character to their traits using their words, actions, and descriptions.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Davy Crockett and Sally Ann Thunder Ann are similar to and different from each other?</li> <li>● Can students provide evidence such as details and examples to describe a character in depth?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify how Davy Crockett and Sally Ann Thunder Ann are similar to and different from each other?</li> <li>● Can students locate evidence such as details and examples to describe a character in depth?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i> from Native American culture</li> <li>● <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i></li> </ul>		<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i> from Native American culture</li> <li>● <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i></li> </ul>
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Comparing characters handout</li> <li>● Figurative language 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>● Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of "<i>Pushing Up the Sky</i> from Native American culture, "<i>Davy Crockett</i>" and "<i>Sally Ann Thunder Ann Whirlwind</i>" from <i>American Tall Tales</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Additional support in <a href="#">Diverse Learners Guide</a> specific for Section 03 of Grade 04 of Pushing</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 12: Comparing Settings		Modified Lesson Overview
Description	<p>In this lesson, students review <i>Pushing Up the Sky</i> and <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>. Students then compare and contrast the settings of the stories.</p>		<p>In this lesson, students review the original or <a href="#">adapted version</a> of the text <i>Pushing Up the Sky</i> and <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>. Students then compare and contrast the settings of the stories.</p> <ul style="list-style-type: none"> <li>● Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. <a href="#">(LC.RL.4.1b)</a></li> <li>● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> </ul>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Write a sentence that compares the settings of the folktale and the tall tales.</li> <li>● Write a sentence that contrasts the settings of the folktale and the tall tales.</li> </ul>		<ul style="list-style-type: none"> <li>● Develop/write a sentence that compares the settings of the folktale and the tall tales.</li> <li>● Develop/write a sentence that contrasts the settings of the folktale and the tall tales.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe the elements of the settings of <i>Pushing Up the Sky</i> and <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>?</li> <li>● Can students describe in depth the settings of multiple texts?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify the elements of the settings of <i>Pushing Up the Sky</i> and <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from <i>American Tall Tales</i>?</li> <li>● Can students identify the settings of multiple texts?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i> from Native American culture</li> <li>● <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i> from</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i> from Native American culture</li> <li>● <i>Davy Crockett and Sally Ann Thunder Ann Whirlwind</i></li> </ul>

	<i>American Tall Tales</i>		<i>from American Tall Tales</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Chart paper to use for compare and contrast</li> <li>● Comparing settings handout</li> <li>● Figurative language handout</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 “Pushing Up the Sky from Native American culture, “Davy Crockett” and “Sally Ann Thunder Ann Whirlwind” from <i>American Tall Tales</i></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 03 of Grade 04 of Pushing</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.4.1b)</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> </ul> </li> </ul>

- Peer support, collaborative grouping

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			<ul style="list-style-type: none"> <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>			

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the question: “What is the theme of “Possum’s Tail?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the author develops the theme of “A Possum’s Tail”. This prepares students to analyze a Native American folktale.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the theme of “Possum’s Tail”?</li> <li>● How well does the student explain that telling stories with a lesson preserves culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students write a response to the question: “What is the theme of “Possum’s Tail?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the author develops the theme of “A Possum’s Tail”. This prepares students to analyze a Native American folktale.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the theme of “Possum’s Tail”?</li> <li>● How well does the student explain that telling stories with a lesson preserves culture?</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 theme of a text?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student determine the theme of a text?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>
Section Length	6 lessons	3 lessons
Additional Supports for Diverse Learners	Before the section:	During the section:
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual 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>	
<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Using Oral Traditions to Improve Verbal and Listening Skills, Part I</i>, “The Elephant’s Child”, “Wolf and Birds and the Fish-Horse”, “An Introduction to the Role of Storytelling in Native American Tribes” and “Possum’s Tail” from <i>Pushing Up the Sky</i></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 04 of Grade 04 <i>Pushing</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>		

## Lesson Overview

Lesson Number	Lesson 13: Reading and African Folktale	Modified Lesson Overview
Description	In this lesson, students read from <i>Using Oral Traditions to Improve Verbal and Listening Skills, Part I</i> . Students then read <i>The Elephant's Child</i> and analyze a pourquoi tale.	This lesson is optional
Let's Express Our Understanding	Write down a theme that is revealed about curiosity from the tale.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students how the elephant's child's curiosity affects the events in the story?</li> <li>• Can students provide evidence such as details and examples explain the text?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>• <i>Using Oral Traditions to Improve Verbal and Listening Skills, Part I</i></li> <li>• <i>The Elephant's Child</i></li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Culture chart handout</li> <li>• Figurative language handout</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>• <a href="#">audio recording</a> of <i>The Elephant's Child</i></li> <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 14: Determining the theme in an American Black Folktale		Modified Lesson Overview
Description	In this lesson, students determine the theme of “The Elephant’s Child.” Then students read “Wolf and Birds and the Fish-Horse” and determine the theme.		This lesson is optional.
Let’s Express Our Understanding	Write down the elements that reveal the theme of “Wolf and Birds and the Fish-Horse” and explain how those events reveal the theme.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students how the author reveals the theme of “The Elephant’s Child”?</li> <li>● Can students provide evidence such as details and examples explain the theme of the text?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● An identifying and supporting theme 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="#">audio recording</a> of <i>The Elephant’s Child</i></li> <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 15: Analyzing a Native American Folktale		Modified Lesson Overview
Description	In this lesson, students read “An Introduction to the Role of Storytelling in Native American Tribes.” Students then discuss how storytelling can preserve the culture of a people after they are		This lesson is optional

	gone.	
Let's Express Our Understanding	Write down your thoughts, ideas, and questions on how storytelling of folktales preserve culture.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain how Native American stories preserve their culture?</li> <li>• Can students identify details and examples in order to explain what the text states?</li> </ul>	
Text(s)	"An Introduction to the Role of Storytelling in Native American Tribes"	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• A highlighter</li> <li>• Sticky notes</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="#">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 16: Applying Lesson to Folktales	<b>Modified Lesson Overview</b>
Description	In this lesson, students read "Possum's Tail" from <i>Pushing Up the Sky</i> . Students then determine what the folktale teaches us about Native American culture.	In this lesson, students read the original or <a href="#">adapted version</a> of the text "Possum's Tail" from <i>Pushing Up the Sky</i> . Students then determine what the folktale teaches us about Native American culture. <ul style="list-style-type: none"> <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	Discuss how "Possum's Tail" helps to preserve the value of the Native American culture.		Discuss how "Possum's Tail" helps to preserve the value of the Native American culture.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the meaning of the word "contemporary" as it is used in the text?</li> <li>● Can students provide details and examples from the text to explain the meaning of a word?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the meaning of the word "contemporary" as it is used in the text?</li> <li>● Can students locate details and examples from the text to explain the meaning of a word?</li> </ul>
Text(s)	"Possum's Tail" from <i>Pushing Up the Sky</i>		"Possum's Tail" from <i>Pushing Up the Sky</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Vocabulary log</li> <li>● Culture chart handout</li> <li>● Post reading questions handout</li> <li>● Discussion tracker for "Possum's Tail"</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>● <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 "Possum's Tail"</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></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> <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> </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> </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 17: Summarizing a folktale		<b>Modified Lesson Overview</b>
Description	In this lesson, students reread “Possum’s Tail” from <i>Pushing Up the Sky</i> and summarize the text.		<p>In this lesson, students reread the original or <a href="#">adapted version</a> of the text “Possum’s Tail” from <i>Pushing Up the Sky</i> and summarize the text.</p> <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> </ul>
Let’s Express Our Understanding	Write a summary paragraph of “Possum’s Tail”		Discuss/develop a summary paragraph of “Possum’s Tail”
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain that Native Americans wrote this tale to express that they do not like bragging?</li> <li>● Can students provide evidence such as details and examples explain the theme of the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify that Native Americans wrote this tale to express that they do not like bragging?</li> <li>● Can students locate evidence such as details and examples explain the theme of the text?</li> </ul>
Text(s)	“Possum’s Tail” from <i>Pushing Up the Sky</i>		“Possum’s Tail” from <i>Pushing Up the Sky</i>
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Summarizing anchor</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>chart created in Lesson 6</p> <ul style="list-style-type: none"> <li>● A somebody wanted handout</li> <li>● A “Possum’s Tail” flow chart</li> <li>● Reading log</li> <li>● Discussion tracker for “Possum’s Tail”</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="#">shared writing</a></li> <li>● Guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “Possum’s Tail” from <i>Pushing Up the Sky</i></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 of Pushing</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.4.2a)</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> </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 18: Determining a Theme of a Folktale	Modified Lesson Overview
Description	<p>In this lesson, students reread “Possum’s Tail” from <i>Pushing Up the Sky</i> and determine the theme of the text.</p>	<p>In this lesson, students reread the original or <a href="#">adapted version</a> of the text “Possum’s Tail” from <i>Pushing Up the Sky</i> and determine the theme of the text.</p> <ul style="list-style-type: none"> <li>● Use evidence from the text to summarize a story, poem</li> </ul>



		or drama. <a href="#">(LC.RL.4.2a)</a>
Let's Express Our Understanding	Complete the "Possum's Tail" theme writing handout.	Complete the "Possum's Tail" theme writing handout.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what happened to Possum at the end of the story that showed that he was punished for bragging?</li> <li>● Can students provide evidence such as details and examples explain the theme of the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify what happened to Possum at the end of the story that showed that he was punished for bragging?</li> <li>● Can students locate evidence such as details and examples explain the theme of the text?</li> </ul>
Text(s)	"Possum's Tail" from <i>Pushing Up the Sky</i>	"Possum's Tail" from <i>Pushing Up the Sky</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● A "Possum's Tail" theme writing handout</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 "Possum's Tail" from <i>Pushing Up the Sky</i></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 of Pushing</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.4.2a)</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> </ul> </li> </ul>

			o Errorless learning techniques
	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.		

<b>Section Overview</b>
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Section Number	Section 5	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the prompt: “Write a paragraph comparing “Possum’s Tail” and “How the Camel Got His Hump” considering the characters, settings, events, problem/solution, culture, and theme.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how different folktales can send the same message . This prepares students to analyze folktales of different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student compare and contrast the story elements of “Possum’s Tail” and “How the Camel Got His Hump”?</li> <li>● How well does the student analyze how both characters in “Possum’s Tail” and “How the Camel Got His Hump” are punished for a character flaw?</li> </ul>	<p>Students write a response to the prompt: “Write a paragraph comparing “Possum’s Tail” and “How the Camel Got His Hump” considering the characters, settings, events, problem/solution, culture, or theme.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how different folktales can send the same message . This prepares students to analyze folktales of different cultures.</p> <p>Students also demonstrate their ability to form a topic sentence, develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student compare and contrast the story elements of “Possum’s Tail” and “How the Camel Got His Hump”?</li> <li>● How well does the student identify how both characters in “Possum’s Tail” and “How the Camel Got His Hump” are punished for a character flaw?</li> </ul>

	<p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use characters, settings, events, and problem/solution to identify the theme of a text?</li> <li>• How well does the student use linking words to show the differences between two texts?</li> </ul>		<p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use characters, settings, events, and problem/solution to identify the theme of a text?</li> <li>• How well does the student use linking words to show the differences between two texts?</li> </ul>
Section Length	5 lessons		4 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 “How the Camel Got His Hump”, “Possum’s Tail”</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 05 of Grade 04 <i>Pushing</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 individual 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 19: Summarizing the Events in a Story		Modified Lesson Overview
Description	In this lesson, students read “How the Camel Got His Hump.” Students then summarize the events of the text.		In this lesson, students read the original or <a href="#">adapted version</a> of the text “How the Camel Got His Hump.” Students then summarize the events of the text. <ul style="list-style-type: none"> <li>● Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. <a href="#">(LC.RL.4.1b)</a></li> <li>● Use evidence from the text to summarize a story, poem or drama. <a href="#">(LC.RL.4.2a)</a></li> </ul>
Let’s Express Our Understanding	Summarize the events of “How the Camel Got His Bump.”		Summarize by sequencing the events of “How the Camel Got His Bump.”
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the Camel’s behavior changed from the beginning to the end of the story?</li> <li>● Can students identify details and examples in order to explain what the text states?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify how the Camel’s behavior changed from the beginning to the end of the story?</li> <li>● Can students identify details and examples in order to explain what the text states?</li> </ul>
Text(s)	“How the Camel Got His Hump”		“How the Camel Got His Hump”
Materials	Lesson Materials: <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>	Possible Supports During the 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>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “How the Camel Got His Hump”</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></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> <a href="#">(LC.RL.4.1b)</a>:               <ul style="list-style-type: none"> <li>○ Read aloud texts</li> <li>○ Paper and crayons</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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>
<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 20: Planning a Narrative	Modified Lesson Overview
Description	<p>In this lesson, students reread “How the Camel Got His Hump.” Students then plan a narrative based on the folktale.</p>	<p>In this lesson, students reread the original or <a href="#">adapted version</a> of the text “How the Camel Got His Hump.” Students then plan a narrative based on the folktale.</p> <ul style="list-style-type: none"> <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> <li>● Produce a clear coherent permanent product that is</li> </ul>

		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>	
Let's Express Our Understanding	Complete narrative writing handout.	Complete the narrative writing handout to show how the story would be different.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what would happen if the Camel decided to work with the other animals on his own rather than working only after being punished?</li> <li>● Can students read and understand a writing prompt?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify what would happen if the Camel decided to work with the other animals on his own rather than working only after being punished?</li> <li>● Can students understand a writing prompt?</li> </ul>	
Text(s)	"How the Camel Got His Hump"	"How the Camel Got His Hump"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Narrative writing planning handout</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>● <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 "How the Camel Got His Hump"</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 05 of Grade 04 of Pushing</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> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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> <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 21: Writing a Narrative	Modified Lesson Overview
Description	<p>In this lesson, students swap narrative planning handouts with a partner and review each other's work. Students then revise their handout using the feedback provided and write the first draft of their story.</p>	<p>In this lesson, students revise their handout using the feedback provided and write the first draft of their story.</p> <ul style="list-style-type: none"> <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> <li>● Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text),</li> </ul>

		purpose (e.g., to inform or entertain), and audience (e.g., reader). <a href="#">(LC. W.4.4a)</a>	
Let's Express Our Understanding	Write the first draft of your story.	Write/develop the first draft of your story.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use feedback to make revisions to their narrative planning handouts?</li> <li>● Can students use temporal words to show order and time in a narrative?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students use feedback to make revisions to their narrative planning handouts?</li> <li>● Can students use temporal words to show order and time in a narrative?</li> </ul>	
Text(s)	"How the Camel Got His Hump"	"How the Camel Got His Hump"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Anchor chart with temporal words</li> <li>● Sticky notes</li> <li>● Narrative writing planning handout</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>● Model using student's narrative</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 "How the Camel Got His Hump"</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 05 of Grade 04 of Pushing</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> </ul> </li> </ul>



			<ul style="list-style-type: none"> <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> <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 22: Comparing Pourquoi Tales	Modified Lesson Overview
Description	<p>In this lesson, students review the events of “Possum’s Tail” and “How the Camel Got His Hump,” discuss the elements of folktales, and compare the tales.</p>	<p>In this lesson, students review the events of “Possum’s Tail” and “How the Camel Got His Hump,” discuss the elements of folktales, and compare the tales.</p> <ul style="list-style-type: none"> <li>● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). <a href="#">(LC.RL.4.3a)</a></li> </ul>

Let's Express Our Understanding	Write a paragraph contrasting "Possum's Tail" and "How the Camel Got His Hump."		Write/develop a paragraph contrasting "Possum's Tail" and "How the Camel Got His Hump."
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe the characters, settings, and themes of the text?</li> <li>● Can students provide details and examples from multiple texts to explain characters, settings, and themes?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students describe the characters, settings, and themes of the text?</li> <li>● Can students locate details and examples from multiple texts to explain characters, settings, and themes?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● "Possum's Tail"</li> <li>● "How the Camel Got His Hump"</li> </ul>		<ul style="list-style-type: none"> <li>● "Possum's Tail"</li> <li>● "How the Camel Got His Hump"</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Pourquoi tales exemplar</li> <li>● Anchor chart compare/contrast vocabulary</li> <li>● Comparing pourquoi tales handout</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>● 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 "Possum's Tail" and "How the Camel Got His Hump"</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 05 of Grade 04 of Pushing</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.4.3a)</a>: <ul style="list-style-type: none"> <li>○ Graphic organizers</li> <li>○ Interactive white board and/or chart paper</li> <li>○ Read aloud texts</li> <li>○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</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>

	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.
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Lesson Overview		
Lesson Number	Lesson 23: Writing a Pourquoi Tale	
Description	In this lesson, students review the elements of a pourquoi tale. Students then plan to create an original pourquoi tale.	Modified Lesson Overview
Let's Express Our Understanding	Write the events of your story and place them in the correct sequence.	This lesson is optional
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use feedback to make revisions to their stories?</li> <li>● Can students establish a setting, main character, and a problem/solution?</li> </ul>	
Text(s)	"How the Camel Got His Hump"	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● A planning a pourquoi tale handout</li> <li>● A sequence of events handout</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.	

Section Overview		
Section Number	Section 6	Modified Section Overview

Description	<i>Pushing Up the Sky</i>		<i>Pushing Up the Sky</i>
Assessment	<p>Students write a response to the prompt: “Write down what “Ooka and the Case of the Stolen Smells” reveals about culture.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of what a folktale reveals about a specific culture . This prepares students to analyze folktales of different cultures.</p> <p>Students also demonstrate their ability to develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student demonstrate their understanding that the theme of “Ooka and the Case of the Stolen Smells is that when someone is selfish and uncaring of others he does not receive good rewards?</li> <li>● How well does the student analyze what “Ooka and the Case of the Stolen Smells” teach about Japanese culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the theme of a text?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>		<p>Students create a response to the prompt: “Write down what “Ooka and the Case of the Stolen Smells” reveals about culture.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of what a folktale reveals about a specific culture . This prepares students to analyze folktales of different cultures.</p> <p>Students also demonstrate their ability to develop a response, refer to details from the text, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student demonstrate their understanding that the theme of “Ooka and the Case of the Stolen Smells is that when someone is selfish and uncaring of others he does not receive good rewards?</li> <li>● How well does the student analyze what “Ooka and the Case of the Stolen Smells” teach about Japanese culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the theme of a text?</li> <li>● How well does the student refer to details and examples in the text when explaining what the text says?</li> </ul>
Section Length	4 lessons		2 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 “Ooka and the Case of the Stolen Smells” and “Zlateh the Goat”</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> </ul>

			<ul style="list-style-type: none"> <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>Pushing</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 individual 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 24: Understanding a Folktale	<b>Modified Lesson Overview</b>
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a folktale.	This lesson is optional.
Let’s Express Our Understanding	<ul style="list-style-type: none"> <li>● What is the meaning of <i>miser</i> as it is used in the story?</li> <li>● What detail from the text <b>best</b> helps in understanding the meaning of <i>miser</i>?</li> <li>● Read the following sentence from the story. <ul style="list-style-type: none"> <li>○ “People came to his court with the most <u>unusual</u> cases. But Ooka always agreed to listen to them.”</li> <li>○ How does the prefix un help in determining the meaning of the word <i>unusual</i>?</li> </ul> </li> <li>● What detail from the text <b>best</b> helps in understanding the meaning of <i>unusual</i>?</li> <li>● Read this sentence from the story.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ “The people in court smiled. They were amused. But Ooka only frowned at them.”</li> <li>○ Which statement best describes why Ooka reacts this way?</li> <li>● What detail from the passage <b>best</b> supports the answer to Part A?</li> <li>● Write 8 of the details from “Ooka and the Case of the Stolen Smell” into the chart on the answer sheet to create a summary of the story. Be sure the details appear in chronological order, or the order in which they happen in the story. Two details will not be used.</li> <li>● Choose one group of words that best describes Ooka from the list.</li> <li>● Which <b>two</b> details best support the description of Ooka’s character?</li> <li>● How does the author reveal Ooka’s character?</li> <li>● What is the theme of “Ooka and the Case of the Stolen Smell”?</li> <li>● Which detail from the text <b>best</b> supports the theme?</li> <li>● Was Judge Ooka’s verdict fair? Write an essay that explains your opinion using reasons and evidence from the texts to support your response. Be sure to observe the conventions of standard English.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students accurately respond to text dependent questions on a practice assessment?</li> <li>● Can students identify supporting evidence for specific text dependent questions?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● “Ooka and the Case of the Stolen Smells”</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● “Ooka and the Case of the Stolen Smell” question set</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">shared writing</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.
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Lesson Overview			
Lesson Number	Lesson 25: Analyze a Japanese folktale		Modified Lesson Overview
Description	In this lesson, students read “Ooka and the Case of the Stolen Smells” and answer questions about the folktale.		In this lesson, students read the original or <a href="#">adapted version</a> of the text “Ooka and the Case of the Stolen Smells” and answer questions about the folktale. <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 down what “Ooka and the Case of the Stolen Smells” reveals about culture.		Discuss and document what “Ooka and the Case of the Stolen Smells” reveals about culture.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students describe how a quotation helps to reveal the theme of ‘Ooka and the Case of the Stolen Smells’?</li> <li>Can students provide evidence such as details and examples to describe the theme of a story?</li> </ul>		<ul style="list-style-type: none"> <li>Can students describe how the quotation “<i>Ooka looked at him very closely. Then Ooka said, ‘This court believes the punishment should fit the crime. I have decided that the price of the smell of food should be the sound of money. Therefore, you have been paid. Justice, as usual, has been done in my court.’</i>” helps to reveal the theme of “Ooka and the Case of the Stolen Smells”?</li> <li>Can students locate evidence such as details and examples to describe the theme of a story?</li> </ul>
Text(s)	“Ooka and the Case of the Stolen Smells”		“Ooka and the Case of the Stolen Smells”
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Culture chart handout</li> <li>Close reading questions 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:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version</a> of “Ooka and the Case of the Stolen Smells”</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></li> </ul>

			<ul style="list-style-type: none"> <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> <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 26: Sequencing and Determining Theme of a Hebrew Tale	<b>Modified Lesson Overview</b>
Description	In this lesson, students read “Zlateh the Goat” with a partner. Students then summarize the text and identify the theme.	In this lesson, students read the original or <a href="#">adapted version</a> of the text “Zlateh the Goat”. Students then summarize the text



		and identify the theme. <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> </ul>	
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Write one event in each box of the flowchart to recount the story in sequence.</li> <li>● Write down the theme of the story.</li> </ul>	<ul style="list-style-type: none"> <li>● Document an event in each box of the flowchart to recount the story in sequence.</li> <li>● Discuss and document the theme of the story.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe what Aaron's statement reveals about Hebrew culture?</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 what Aaron's statement reveals about Hebrew culture?</li> <li>● Can students locate evidence such as details and examples to explain the text?</li> </ul>	
Text(s)	"Zlatah the Goat"	"Zlatah the Goat"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Summarizing Zlatah and theme handout</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 "Zlatah the Goat"</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 06 of Grade 04 of Pushing</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.4.2a)</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> </ul> </li> </ul>

			o Errorless learning techniques
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 27: Practicing a Cold-Read	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	<ul style="list-style-type: none"> <li>● Which phrase <b>best</b> describes the setting of the story?</li> <li>● Which <b>three</b> phrases from the story <b>best</b> describe the setting?</li> <li>● Why does the woman bake three different cakes?</li> <li>● Which detail from the story <b>best</b> supports the answer to Part A?</li> <li>● How does the woman feel after she goes to the fire for the cake in paragraph 8?</li> <li>● Which detail from the story <b>best</b> supports the answer to Part A?</li> <li>● What is the meaning of the word <i>rose</i> as it is used in paragraphs 9 and 10?</li> <li>● Which detail from the story <b>best</b> supports the answer to Part A?</li> <li>● How do the pictures reflect the descriptions of setting and events in the story?</li> <li>● Which detail from the story <b>best</b> supports the answer to Part A?</li> <li>● Which behavior leads to the woman's change or transformation?</li> <li>● Which detail from the story <b>best</b> supports the answer to Part A?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Which sentence <b>best</b> identifies the theme of "The Woodpecker"?</li> <li>• Which <b>three</b> details from the story <b>best</b> support the answer in Part A?</li> <li>• Read this sentence from the end of the story. <ul style="list-style-type: none"> <li>○ "A human must be good and gentle," he said, "and you are unkind."</li> <li>○ What might have happened in the story <i>The Woodpecker</i> if the woman had been kind? Write a multi paragraph narrative that retells the story <i>The Woodpecker</i> with a woman who is good and kind. Use the same point of view that the story uses and refer to details from the story in your narrative. Be sure to observe the conventions of standard English.</li> </ul> </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)	"The First Woodpecker"		
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: <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.		

**Section Overview**

Section Number	Section 7	Modified Section Overview
Description	<i>Pushing Up the Sky</i>	<i>Pushing Up the Sky</i>
Assessment	<p>Students will produce an essay for the Culminating Writing Task.</p> <p><b>Culminating task connections:</b>  Students demonstrate their understanding of how one element of two tales we've read in the unit explain how the two tales share a common theme despite differences in culture.</p> <p>Students also demonstrate their ability to introduce a topic clearly, develop the topic, link ideas, and use conventions to produce clear writing.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify a common element in two tales?</li> <li>● How well does the student identify a common theme in two tales despite differences in culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use knowledge of language and its conventions when writing?</li> <li>● How well does the student determine the theme of two texts?</li> </ul>	<p>Students create a permanent product that compares and contrasts one element of two stories read in the unit.  In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Select two stories we've read in the unit, such as <ul style="list-style-type: none"> <li>○ (1) "Elephant's Child" and "Zlateh the Goat." In both texts, there is a positive outcome from hardship.</li> <li>○ (2) "Possum's Tail" from <i>Pushing Up the Sky</i> and "Elephant's Child," in which a negative consequence arises from a character's poor actions.</li> <li>○ (3) "Pushing Up the Sky" from <i>Pushing Up the Sky</i> and "Ooka and the Case of the Missing Smell." In these texts, a wise leader provides guidance and leadership resulting in a positive ending.</li> </ul> </li> <li>● Select one element to compare and contrast, either characters or events.</li> <li>● Compare and contrast the selected element, locating details from each text.</li> <li>● Determine how each story teaches a similar lesson or provides a similar message despite differences in the selected element.</li> <li>● Locate details from each text as support.</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>LC.RL.4.9a</b> Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how one element of two tales we’ve read in the unit explain how the two tales share a common theme despite differences in culture.</p> <p>Students also demonstrate their ability to introduce a topic clearly, develop the topic, link ideas, and use conventions to produce clear writing.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify a common element in two tales?</li> <li>• How well does the student identify a common theme in two tales despite differences in culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use knowledge of language and its conventions when writing?</li> <li>• How well does the student determine the theme of two texts?</li> </ul>
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners		<p><b>Additional Supports for SWSCDs</b></p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, “The Elephant’s Child”, “Wolf and Birds and the Fish-Horse”, “Possum’s Tail”, “How the Camel Got His Hump”, “Ooka and the Case of the Stolen Smells”, and “Zlateh the Goat”</li> <li>• <a href="#">Louisiana Connectors</a></li> </ul>

			<ul style="list-style-type: none"> <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 07 of Grade 04 <i>Pushing</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 individual 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 28: Planning the Culminating Writing Task	Modified Lesson Overview
Description	<p>In this lesson, students review the Culminating Writing Task directions, expectations, and rubric. Students then identify two tales that teach a similar theme and discuss their similarities and differences. Students finish the lesson by comparing and contrasting events, characters, and themes.</p>	<p>In this lesson, students review the Culminating Writing Task directions, expectations, and rubric. Students then identify two tales that teach a similar theme and discuss their similarities and differences. Students finish the lesson by comparing and contrasting events, characters, and themes.</p> <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> <li>● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> </ul>

		<ul style="list-style-type: none"> <li>With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). <a href="#">(LC.W.4.5a)</a></li> </ul>	
Let's Express Our Understanding	Compare and contrast the events, characters, and themes in two tales.	Compare and contrast the events, characters, and themes in two tales.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students describe how folktales can be similar despite coming from different cultures?</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 how folktales can be similar despite coming from different cultures?</li> <li>Can students locate evidence such as details and examples to explain the text?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li><i>Pushing Up the Sky</i></li> <li><i>Davy Crockett</i></li> <li><i>Sally Ann Thunder Ann Whirlwind</i></li> <li>"The Elephant's Child"</li> <li>"Wolf and Birds and the Fish-Horse"</li> <li>"Possum's Tail"</li> <li>"How the Camel Got His Hump"</li> <li>"Ooka and the Case of the Stolen Smells"</li> <li>"Zlateh the Goat"</li> </ul>	<ul style="list-style-type: none"> <li><i>Pushing Up the Sky</i></li> <li><i>Davy Crockett</i></li> <li><i>Sally Ann Thunder Ann Whirlwind</i></li> <li>"The Elephant's Child"</li> <li>"Wolf and Birds and the Fish-Horse"</li> <li>"Possum's Tail"</li> <li>"How the Camel Got His Hump"</li> <li>"Ooka and the Case of the Stolen Smells"</li> <li>"Zlateh the Goat"</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Culminating Writing Task planning handout</li> <li>Culminating Writing Task directions handout</li> <li>Culminating Writing Task rubric</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 adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, "The Elephant's Child", "Wolf and Birds and the Fish-Horse", "Possum's Tail", "How the Camel Got His Hump", "Ooka and the Case of the Stolen Smells", and "Zlateh the Goat"</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 07 of Grade 04 of Pushing</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.4.2b)</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 29: Drafting the Culminating Writing Task	Modified Lesson Overview
Description	<p>In this lesson, students review the Culminating Writing Task directions, expectations, and rubric. Students then discuss what information should be included in their essays. Students finish the lesson by writing a topic sentence and the first draft of their essays.</p>	<p>In this lesson, students review the Culminating Writing Task directions, expectations, and rubric. Students then discuss what information should be included in their essays. Students finish the lesson by writing a topic sentence and the first draft of their essays.</p> <ul style="list-style-type: none"> <li>● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> </ul>



		<ul style="list-style-type: none"> <li>● Provide evidence from texts when producing permanent products. <a href="#">(LC.W.4.9)</a></li> </ul>	
Let's Express Our Understanding	On a sheet of loose leaf paper, write a draft of your essay using complete sentences, proper punctuation and capitalization, and linking words where appropriate.	Develop a draft of your essay using complete sentences, proper punctuation and capitalization, and linking words where appropriate.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop a topic sentence that names two texts, states the element to be compared/contrasted, and identifies a common theme of the chosen texts?</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 develop a topic sentence that names two texts, states the element to be compared/contrasted, and identifies a common theme of the chosen texts?</li> <li>● Can students locate evidence such as details and examples to explain the text?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● "The Elephant's Child"</li> <li>● "Wolf and Birds and the Fish-Horse"</li> <li>● "Possum's Tail"</li> <li>● "How the Camel Got His Hump"</li> <li>● "Ooka and the Case of the Stolen Smells"</li> <li>● "Zlateh the Goat"</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● "The Elephant's Child"</li> <li>● "Wolf and Birds and the Fish-Horse"</li> <li>● "Possum's Tail"</li> <li>● "How the Camel Got His Hump"</li> <li>● "Ooka and the Case of the Stolen Smells"</li> <li>● "Zlateh the Goat"</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Loose leaf paper</li> <li>● Culminating Writing Task planning handout</li> <li>● Culminating Writing Task directions handout</li> <li>● Culminating Writing Task rubric</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 adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, "The Elephant's Child", "Wolf and Birds and the Fish-Horse", "Possum's Tail", "How the Camel Got His Hump", "Ooka and the Case of the Stolen Smells", and "Zlateh the Goat"</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></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</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 30: Revising the Culminating Writing Task	Modified Lesson Overview
Description	In this lesson, students review the Culminating Writing Task directions. Students then get with a partner to make sure that they have all necessary elements.	<p>In this lesson, students review the Culminating Writing Task directions. Students then get with a partner to make sure that they have all necessary elements.</p> <ul style="list-style-type: none"> <li>• Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> <li>• With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail). <a href="#">(LC.W.4.5b)</a></li> <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	<ul style="list-style-type: none"> <li>• Read any feedback left by your partner.</li> <li>• Correct any errors in information that you found.</li> <li>• Add comparison and contrast linking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read any feedback left.</li> <li>• Correct any errors in information that you found.</li> <li>• Add comparison and contrast linking words.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students evaluate their partner's draft?</li> <li>• Can students provide feedback on their partner's draft?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students evaluate their partner's draft?</li> <li>• Can students provide feedback on their partner's draft?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>• <i>Pushing Up the Sky</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pushing Up the Sky</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Highlighter</li> <li>● Chart paper to create a Comparison and Contrasting Linking Words chart</li> <li>● Loose leaf paper for draft</li> <li>● Culminating Writing Task planning handout</li> <li>● Culminating Writing Task directions handout</li> <li>● Culminating Writing Task rubric</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>● Student model</li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, “The Elephant’s Child”, “Wolf and Birds and the Fish-Horse”, “Possum’s Tail”, “How the Camel Got His Hump”, “Ooka and the Case of the Stolen Smells”, and “Zlateh the Goat”</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 07 of Grade 04 of Pushing</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 the Culminating Writing	Modified Lesson Overview

Description	<p>In this lesson, students review the Culminating Writing Task directions and rubric. Students then exchange essays with a partner and edit the revised draft of their partner’s essays. Students then write their final drafts.</p>		<p>In this lesson, students review the Culminating Writing Task directions and rubric. Students then exchange essays with a partner and edit the revised draft of their partner’s essays. Students then write their final drafts.</p> <ul style="list-style-type: none"> <li>● Compare the treatment of similar themes and topics (e.g.,opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> <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	<p>Write the final draft using your partner’s editing feedback, including all parts of a comparison/contrast essay, and using grade-appropriate grammar and language.</p>		<p>Develop the final draft using your partner’s editing feedback, including all parts of a comparison/contrast essay, and using grade-appropriate grammar and language.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students create their final draft for the culminating writing task that clearly responds to the prompt?</li> <li>● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft</li> </ul>		<ul style="list-style-type: none"> <li>● Can students create their final draft for the culminating writing task that clearly responds to the prompt?</li> <li>● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Chart paper to create a Comparison and</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Model editing of an essay</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, “The</li> </ul>

	<p>Contrasting Linking Words chart</p> <ul style="list-style-type: none"> <li>● Loose leaf paper for draft</li> <li>● Culminating Writing Task planning handout</li> <li>● Culminating Writing Task directions handout</li> <li>● Culminating Writing Task rubric</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>	<p>Elephant’s Child”, “Wolf and Birds and the Fish-Horse”, “Possum’s Tail”, “How the Camel Got His Hump”, “Ooka and the Case of the Stolen Smells”, and “Zlateh the Goat”</p> <ul style="list-style-type: none"> <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 07 of Grade 04 of Pushing</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions <ul style="list-style-type: none"> <li>○ Essential Elements Cards—<a href="#">Grades 3-5 Literature</a></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 32: Publishing the Culminating Writing	Modified Lesson Overview
Description	In this lesson, students check their essays and type their final drafts in order to create a published copy.	<p>In this lesson, students check their essays and type their final drafts in order to create a published copy.</p> <ul style="list-style-type: none"> <li>● Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. <a href="#">(LC.RL.4.9a)</a></li> <li>● With guidance and support from adults, use technology 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></li> </ul>
Let’s Express Our Understanding	Type your final draft to create a published copy of your Culminating Writing Task.	Type your final draft to create a published copy of your Culminating Writing Task.

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt?</li> <li>● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt?</li> <li>● Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Access to a computer</li> <li>● Chart paper to create a Comparison and Contrasting Linking Words chart</li> <li>● Loose leaf paper for draft</li> <li>● Culminating Writing Task planning handout</li> <li>● Culminating Writing Task directions handout</li> <li>● Culminating Writing Task rubric</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>● Model student essay</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Pushing Up the Sky</i>, <i>Davy Crockett</i>, <i>Sally Ann Thunder Ann Whirlwind</i>, “The Elephant’s Child”, “Wolf and Birds and the Fish-Horse”, “Possum’s Tail”, “How the Camel Got His Hump”, “Ooka and the Case of the Stolen Smells”, and “Zlateh the Goat”</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 07 of Grade 04 of Pushing</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>			

## Section Overview

Section Number	Section 8		Modified Section Overview
Description	<i>Pushing Up the Sky</i>		This section is optional
Assessment	<p>Students are given approximately 40 minutes to write an essay that explains how the theme of “How Yugong Moved the Mountains” is shown through the characters in the story. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. 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 do students explain how the theme of “How Yugong Moved the Mountains” is shown through the characters?</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>		
Section Length	2 lessons		
Additional Supports			

for Diverse Learners	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual 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 33: Answering the Cold-Read Multiple Choice Questions	Modified Lesson Overview
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of new texts through multiple choice questions for the cold-read task.	This lesson is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Read this sentence from paragraph 1. <ul style="list-style-type: none"> <li>○ “The narrow and <u>winding path</u> leading from Yugong’s house to the village went through the two mountains, and it was treacherous and steep.”</li> <li>○ What is the meaning of the phrase <i>winding path</i> in the sentence?</li> </ul> </li> <li>● What phrase in the paragraph <b>best</b> helps in understanding the meaning of the word <i>winding</i>?</li> <li>● Read this sentence from paragraph 6 of the passage. <ul style="list-style-type: none"> <li>○ “When the old wise man heard Yugong’s story, <u>he scolded Yugong.</u>”</li> <li>○ What is the meaning of the phrase <i>he scolded Yugong</i> in paragraph 6?</li> </ul> </li> <li>● What phrase in the text <b>best</b> helps in understanding the meaning of the phrase <i>he scolded Yugong</i> in paragraph 6?</li> <li>● How does the picture reflect the setting descriptions at the beginning of the story?</li> <li>● Which <b>three</b> details help to create the setting of the story?</li> <li>● Which sentence best explains what happens in paragraphs 10 and 11?</li> <li>● What evidence from the passage <b>best</b> supports the answer to Part A?</li> </ul>	



	<ul style="list-style-type: none"> <li>• Write <b>three</b> words that describe Yugong’s character into the second column of the chart above.</li> <li>• Write the letter of the detail from the story that helps support each description. Be sure to match the detail from the text with the character description.</li> <li>• Which of the following <b>best</b> states the theme of the story?</li> <li>• Which sentence from the story provides the <b>best</b> support for the answer in 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)	“How Yugong Moved the Mountains”	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-Read Assessment</li> <li>• 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 34: Answering the Cold-Read Writing Prompt	Modified Lesson Overview
Description	In this lesson, students demonstrate their ability to read a text independently and express their understanding by writing an essay.	This lesson is optional

Let's Express Our Understanding	Write an essay that explains how the theme of "How Yugong Moved the Mountains" is shown through the characters in the story. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain how the theme of "How Yugong Moved the Mountains" is shown through the characters?</li> <li>• Can students introduce ideas, cite textual evidence to support a response, and provide a concluding statement?</li> </ul>	
Text(s)	"How Yugong Moved the Mountains"	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-Read Assessment</li> <li>• 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.	

Section Overview		
Section Number	Section 9	<b>Modified Section Overview</b>
Description	<i>Pushing Up the Sky</i>	This section is optional
Assessment	Students create a drama in preparation for the Extension Task.  <b>Culminating task connections:</b> N/A - Students completed the culminating writing task in a previous section.	

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student demonstrate understanding of the story elements of <i>Merlin and the Dragons</i> and outline the sequence of events?</li> <li>• How well does the student take quotations from <i>Merlin and the Dragons</i> and rewrite it using dialogue?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student demonstrate understanding of the elements of a drama?</li> <li>• How well does the student rewrite quotations using dialogue in order to write a drama?</li> </ul>	
Section Length	3 lessons	
Additional Supports for Diverse Learners		
	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual 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 35: Analyzing Character Change in a Story	<b>Modified Lesson Overview</b>
Description	In this lesson, students read <i>Merlin and the Dragons</i> , analyze how a character's thoughts, feelings, and actions change over the course of the text, and determine the impact of an illustration on the text.	This lesson is optional
Let's Express Our Understanding	Write down how the relationship between Merlin and Arthur help Arthur change in the story.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain what the text reveals about Arthur’s feelings toward Merlin and the type of relationship they share?</li> <li>• Can students provide evidence such as details and examples from the the text to support meaning?</li> </ul>	
Text(s)	<i>Merlin and the Dragons</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Chart paper titled “Elements of a Drama”</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="#">choral reading</a> or <a href="#">echo reading</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.	

Lesson Overview		
Lesson Number	Lesson 36: Identifying the Literary Elements and Structure of a story	<b>Modified Lesson Overview</b>
Description	In this lesson, students retell <i>Merlin and the Dragons</i> with a partner using illustrations from the book. Students then identify story elements and sequence of events in the text.	This lesson is optional
Let’s Express Our Understanding	Write the story elements of the text outlining the sequence of events.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the story of Emrys, King Vortigern, and the dragons help Arthur recognize his strength?</li> <li>● Can students provide evidence such as details and examples from the the text to support meaning?</li> </ul>		
Text(s)	<i>Merlin and the Dragons</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Chart paper titled “Elements of a Drama”</li> <li>● A story elements of drama 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>● 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: Creating a Drama	<b>Modified Lesson Overview</b>
Description	In this lesson, students practice writing a drama by reviewing elements of a drama and begin to prepare for the Extension Task.	This lesson is optional
Let’s Express Our Understanding	Write a drama with your group based on <i>Merlin and the Dragons</i> using story events of drama handout.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students take quotations from <i>Merlin and the Dragons</i> and rewrite it using dialogue?</li> <li>• Can students rewrite quotations using dialogue in order to write a drama?</li> </ul>	
Text(s)	<i>Merlin and the Dragons</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Loose leaf paper</li> <li>• Blank paper</li> <li>• Merlin drama exemplar handout</li> <li>• Chart paper titled “Elements of a Drama”</li> <li>• A story elements of drama handout</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>• Model how to create a character list</li> <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>	

Section Overview		
Section Number	Section 10	<b>Modified Section Overview</b>
Description	<i>Pushing Up the Sky</i>	This section is optional
Assessment	Students complete the Extension Task by choosing a text from the unit and writing a drama. Students then present the drama.	

	<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 identify the elements of a drama in the chosen text?</li> <li>• How well does the student use a rubric to make revisions to the drama?</li> <li>• <b>Writing/ELA Skill Look Fors:</b></li> <li>• How well does the student write a drama based on a folktale that contains all of the elements?</li> <li>• How well does the student speak correctly, clearly, and at the right time?</li> </ul>	
Section Length	4 lessons	
Additional Supports for Diverse Learners		
	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual 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 38: Brainstorming the Story Elements and Sequence of Events in a Drama	<b>Modified Lesson Overview</b>
Description	In this lesson, students get into groups to plan out the elements of	This lesson is optional

	a drama, sequence the events of a drama, and begin writing the Extension Task.	
Let's Express Our Understanding	Begin writing your drama with your group.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify the elements of a drama in their chosen text?</li> <li>• Can students demonstrate understanding of how to create a written drama from a folktale?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>• <i>Pushing Up the Sky</i></li> <li>• <i>Davy Crockett</i></li> <li>• <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>• "The Elephant's Child"</li> <li>• "Wolf and Birds and the Fish-Horse"</li> <li>• "Possum's Tail"</li> <li>• "How the Camel Got His Hump"</li> <li>• "Ooka and the Case of the Stolen Smells"</li> <li>• "Zlateh the Goat"</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Loose leaf paper</li> <li>• Exemplar task writing</li> <li>• Extension task directions</li> <li>• Extension task rubric</li> <li>• Completed story elements of drama handout ("How the Camel Got His Hump")</li> <li>• A blank story elements of drama handout</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>• Second version of Extension Task with scaffolding</li> <li>• <a href="#">shared writing</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 39: Drafting a Drama from a Folktale		Modified Lesson Overview
Description	In this lesson, students finish writing their Extension Task and prepare for class presentations.		This lesson is optional
Let's Express Our Understanding	Complete the writing of your drama with your group ensuring that all drama elements are present and the story content and theme remain the same.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use a rubric to make revisions to their drama?</li> <li>● Can students write a drama based on a folktale that contains all of the elements?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> <li>● "The Elephant's Child"</li> <li>● "Wolf and Birds and the Fish-Horse"</li> <li>● "Possum's Tail"</li> <li>● "How the Camel Got His Hump"</li> <li>● "Ooka and the Case of the Stolen Smells"</li> <li>● "Zlateh the Goat"</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Loose leaf paper</li> <li>● Exemplar task writing</li> <li>● Extension task directions</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Second version of Extension Task with</li> </ul>	

	<ul style="list-style-type: none"> <li>● Extension task rubric</li> <li>● Presentation rubric</li> <li>● Completed story elements of drama handout (“How the Camel Got His Hump”)</li> <li>● A completed story elements of drama handout</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>● scaffolding</li> <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: Presenting the Dramas	Modified Lesson Overview
Description	In this lesson, students review the presentation rubric and discuss how to be successful on the extension task. Students then practice their drama with their group members.	This lesson is optional
Let’s Express Our Understanding	Write 2 questions about your drama for the audience to answer.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use a rubric to make revisions to their presentations?</li> <li>● Can students speak correctly, clearly, and at the right time?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> </ul>	

	<ul style="list-style-type: none"> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Index cards</li> <li>● Props as identified by group</li> <li>● Completed drama</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>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: Completing the Presentations	<b>Modified Lesson Overview</b>
Description	In this lesson, students present their dramas and then discuss the lesson and cultural elements of each drama.	This lesson is optional
Let’s Express Our Understanding	Present your drama with your group.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how character’s actions relate to the theme or cultural elements?</li> <li>● Can students participate actively in conversations?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>Pushing Up the Sky</i></li> <li>● <i>Davy Crockett</i></li> <li>● <i>Sally Ann Thunder Ann Whirlwind</i></li> </ul>	

	<ul style="list-style-type: none"> <li>● “The Elephant’s Child”</li> <li>● “Wolf and Birds and the Fish-Horse”</li> <li>● “Possum’s Tail”</li> <li>● “How the Camel Got His Hump”</li> <li>● “Ooka and the Case of the Stolen Smells”</li> <li>● “Zlateh the Goat”</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Index cards</li> <li>● Props as identified by group</li> <li>● Completed drama</li> </ul>	<p>Possible Supports During the Lesson:</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>	

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