

Grade 5 – *Wonderstruck*

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*](#)

Wonderstruck Unit Overview

Grade	5	Modified Unit Overview
Guidebook Text	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>
Unit Description	We will read <i>Wonderstruck</i> by Brian Selznick and a series of related literary and informational text to explore the question: What role does education and kindness play in effectively communicating to develop great relationships? We will express our understanding through a literary analysis essay that explains how the details and illustrations of <i>Wonderstruck</i> help develop the theme “Effective communication develops strong relationships”.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Wonderstruck</i> by Brian Selznick to explore the question: <i>What role does education and kindness play in effectively communicating to develop great relationships?</i>
Essential Question	What role does education and kindness play in effectively communicating to develop great relationships?	What role does education and kindness play in effectively communicating to develop great relationships?
Culminating Task	<p>How do the details and illustrations of <i>Wonderstruck</i> help to develop the theme “Effective communication develops strong relationships”?</p> <ul style="list-style-type: none"> ● Determine the events in each part of <i>Wonderstruck</i> where communication was important. ● Identify the outcomes of each event and communication. ● Compare and contrast the roles the various characters had in each event and whether their roles impacted whether the communications worked or not. ● Examine the connections between the relationships in the text and the various communications. 	<p>Students create a permanent product to explain how the details and illustrations of <i>Wonderstruck</i> help to develop the theme “Effective communication develops strong relationships.” In order to do this student’s will:</p> <ul style="list-style-type: none"> ● Identify events in <i>Wonderstruck</i> where communication is important. ● Identify the type of communication utilized and the outcome of each event. ● Compare and contrast good and bad relationships between characters. ● Analyze the relationships in <i>Wonderstruck</i> to determine how the theme “Effective communication develops strong relationships” is developed. <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>

- Evaluate the various events, characters, communication, and relationships to determine how the theme “Effective communication develops strong relationships” is developed.

Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

LC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Sections & Lessons

10 Sections, 43 Lessons Total

5 Sections, 22 Lessons Total

Assessment Overview

Guidebook Assessment

Modified Assessment Overview

<p>Culminating Writing Task</p>	<p>Students write a multiparagraph essay in response to the question: How do the details and illustrations of <i>Wonderstruck</i> help to develop the theme “Effective communication develops strong relationships”?</p>	<ul style="list-style-type: none"> ● Culminating Writing Task directions ● Exemplar student response ● Grade 4-5 writing rubric 	<p>Students create a permanent product to explain how the details and illustrations of <i>Wonderstruck</i> help to develop the theme “Effective communication develops strong relationships”. In order to do this student’s will:</p> <ul style="list-style-type: none"> ● Identify events in <i>Wonderstruck</i> where communication is important. ● Identify the type of communication utilized and the outcome of each event. ● Compare and contrast good and bad relationships between characters, and be sure to identify what type of communication was used. ● Analyze the relationships in <i>Wonderstruck</i> to determine how the theme “Effective communication develops strong relationships” is developed. <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p> <p>LC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p>Cold-Read Task</p>	<p>Students read <i>Frindle</i> independently over the course of the unit. Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> ● Answer key ● Answer sheet ● Grade 4-5 rubric 	<p><i>This will be optional.</i></p>
<p>Extension Task</p>	<p>Students conduct research on an innovation in communication and its various evolutions over time. Then students write an essay in response to the prompt: Describe and explain your selected</p>	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response (essay) 	<p><i>This will be optional.</i></p>

	<p>innovation. How was it invented? How has it evolved and changed over time? How is it connected to or how did it lead to other communication innovations? Students also create a multimedia presentation demonstrating the use of their communication innovation.</p>	<ul style="list-style-type: none">● Exemplar student response (presentation)● Presentation rubric● Grade 4-5 writing rubric	
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Section Overview		
Section Number	Section 1	Modified Section Overview
Description	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>

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Assessment

In this section, students write a paragraph in response to the prompt “How is communication used in Part 1 of *Wonderstruck* to make connections between characters?” Students practice supporting their response with quotations and details from the text.

Culminating task connections:

Students demonstrate their understanding of how different forms of communication are used to help establish the theme of “Effective communications develops strong relationships between the characters in *Wonderstruck*. This prepares students to analyze how characters respond to the challenges they face which also helps develop the theme.

Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.

Reading/Knowledge Look Fors:

- How well does the student analyze relationships among the details of a text and how they develop ideas?
- How well does the student analyze effective communication develops strong relationships?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

In this section, students write a paragraph in response to the prompt “How is communication used in Part 1 of *Wonderstruck* to make connections between characters?” Students practice supporting their response with quotations and details from the text.

Culminating task connections:

Students demonstrate their understanding of how different forms of communication are used to help establish the theme of “Effective communications develops strong relationships” between the characters in *Wonderstruck*. This prepares students to analyze how characters respond to the challenges they face which also helps develop the theme.

Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing.

Reading/Knowledge Look Fors:

- How well does the student identify details about characters?
- How well does the student analyze relationships between characters?
- How well does the student analyze effective communication among/between characters?
- How well does the student identify that effective communication builds strong relationships?

- How well does the student evaluate whether a text's claims are meaningful and defensible and represent valid, evidence-based reasoning?
- How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?

Writing/ELA Skill Look Fors:

- How well does the student identify and add relevant quotations to a permanent product?
- How well does the student maintain the flow of ideas to develop and support arguments, analyses, or explanations?
- How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?

Section Length	8 lessons	8 lessons
Additional Supports for Diverse Learners (Optional)	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “From Poor Beginnings to a Wealth Of Knowledge” by NPR Staff ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ Settings in Wonderstruck ■ Deaf Culture <p>The Supports Flow Chart 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>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Louisiana Connectors ● Essential ElementsCards - Grades 3-5 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 01 of Grade 05 <i>Wonderstruck</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 1: Summarizing a literary text	Modified Lesson Overview
Description	In this lesson, students will begin reading and understanding the characters of “Wonderstruck” by Brian Selznick. Students also compare and contrast the written text to the illustrations.	<p>In this lesson, students will begin reading and understanding the characters of “Wonderstruck”, by Brian Selznick, and an adapted version as needed. Students also compare and contrast the written text to the illustrations.</p> <ul style="list-style-type: none"> ● LC.RL.5.3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
Let’s Express Our Understanding	Students in their reading log will create a T- chart to list the information about the characters and setting of the two stories being told in the written text and the illustrations. Student should label one side of the T-chart “Written Text” and the other side “Illustrations”.	Students complete a T-chart to list information about the characters and setting of the two stories being told in the written text and the illustrations. One side should be leveled “Written Text” and the other side labeled as “Illustrations”
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify details the illustrator provide that will help to describe the little girl? ● Can students provide evidence such as details and examples from the text to support the claim? 	<ul style="list-style-type: none"> ● Can students identify details the illustrator provides that will help describe the little girl? ● Can students provide evidence such as details and examples from the text to support the claim?

Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● reading logs ● accountable talk ● teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems ● Transitions ● evidence sentence starters ● choral reading or echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/<u>Writing template</u> ● <u>Permanent Product/Writing rubric</u> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● <u>Additional Supports for Diverse Learners Section 1 of Grade 5 Wonderstruck</u> ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3a):</u> <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details

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Lesson Overview

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Lesson 2: Finding evidence from a text to support responses.

Modified Lesson Overview

Description

In this lesson, students continue reading and summarizing Part One of *Wonderstruck*. Also, students with a partner will discuss the focus question (What challenges do the characters face?) and practice quoting accurately from the text to support inferences.

In this lesson, students continue reading and summarizing Part One of *Wonderstruck*, and as needed an [adapted version](#). Students will answer the focus question (What challenges do the characters face?).

- LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.

Students will independently complete the Summarization handout by responding to the questions in each the columns below:

<i>Wonderstruck</i> Part One Summary Template				
Use this template to write a summary of the story told through the text of <i>Wonderstruck</i> .				
Write the text title and author				
SOMEBO DY	WANTE D	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Write a summary of the text including the details above.				

Students will complete a summarization graphic organizer by responding to questions about characters, motivation, challenges, actions, and responses.

Summary Template

Use this template to write a summary of the story told through the illustrations of *Wonderstruck*.

Write the text title and author.

SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Write a summary of the text including the details above.

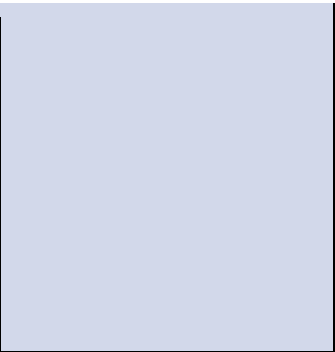
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> • Can students explain how the characters respond to the challenges they faced? • Can students provide relevant evidence such as details and examples from the text during whole group discussion? 		<ul style="list-style-type: none"> • Can students identify character challenges and responses? • Can students provide relevant evidence such as details and examples from the text during the discussion?
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>		<p><i>Wonderstruck</i> by Brian Selznick</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Part one Summarization Handout • teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • paired/partner reading • choral reading or echo reading. • conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Wonderstruck</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1b): <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

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Lesson Overview		
Lesson Number	Lesson 3: Quoting accurately from a text to support inferences	Modified Lesson Overview
Description	In this lesson, students continue reading Part One of <i>Wonderstruck</i> and summarizing the text. Students discuss the focus question in small groups and quote accurately from the text to support their inferences.	<p>In this lesson, students continue reading Part One of <i>Wonderstruck</i> and summarizing the text. Students discuss the focus question in small groups and quote accurately from the text to support their inferences.</p> <ul style="list-style-type: none"> ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions. ● LC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter
Let's Express Our Understanding	Students will in their reading log, write a 2-3 sentence summary of both the written text and illustrated story. Use at least one quotation from the book to help you summarize the written text. Use an evidence sentence starter to introduce the quotation. Include quotation marks around the direct quote and place the page number in parentheses after the quotation. Include specific details from the illustrations.	Students will write a simple summary of both the written text and illustrated story. Use at least one quotation from the book to help you summarize the written text. Use an evidence sentence starter to introduce the quotation. Include quotation marks around the direct quote and place the page number in parenthesis after the quotation. Include specific details from the illustrations.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the emotions Ben might be feeling as he searches through his mother's belongings ? 	<ul style="list-style-type: none"> ● Can students identify the emotions Ben might be feeling as he searches through his mother's belongings?

	<ul style="list-style-type: none"> • Can students accurately quote relevant evidence such as details and examples to support their ideas? 	<ul style="list-style-type: none"> • Can students accurately quote relevant evidence such as details and examples to support their ideas? 	
Text(s)	<i>Wonderstruck</i> by Brian Selznick	<i>Wonderstruck</i> by Brian Selznick	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • paired/partner reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • evidence sentence starters • choral reading or echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Wonderstruck</i> • Permanent Product/<u>Writing template</u> • <u>Permanent Product/Writing rubric</u> • <u>Adapting Lesson Plans</u> • <u>Student Response Modes</u> • Summary graphic organizer • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1b)</u>: <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details

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| | | | <ul style="list-style-type: none">○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding |
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Lesson Overview

Lesson Number

Lesson 4: Analyzing how a character responds to challenges in a literary text

Modified Lesson Overview

Description

In this lesson, students reread excerpts from Part One of *Wonderstruck* and begin to analyze how Ben responds to challenges by completing the Understand Theme Handout. During whole -class discussion, determine how the author uses Ben’s actions to develop the theme in the text.

In this lesson, students reread excerpts from Part One of *Wonderstruck* and begin to analyze how Ben responds to challenges by completing a handout to understand the theme. Students will determine how the author uses Ben’s actions to develop the theme in the text.

- LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Let's Express Our Understanding

Students should silently and independently complete the last column (What lesson do we learn from the text?) of the handout.

Analyzing Characters and Events to Understand Theme				
Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?

Students complete a handout to better understand the theme by answering the following questions:

- What event occurs in the text?
- What is the challenge?
- How does the character respond?
- What point is the author trying to make?
- What lesson do we learn from the text?

Lesson Look-Fors

- Can students explain the point of view the author is trying to make by describing Ben's challenges and his responses?
- Can students provide relevant evidence such as details and examples with page numbers from the text?

- Can students explain the point of view the author is trying to make by describing Ben's challenges and his responses?
- Can students identify relevant evidence such as details and examples with page numbers from the text?

Text(s)

Wonderstruck by Brian Selznick

Wonderstruck by Brian Selznick

Materials

Lesson Materials:

- Reading log
- Understand Theme Handout
- [reading logs](#)
- [accountable talk](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- [choral reading](#) or [echo reading](#).
- [conversation stems](#)
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Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/Writing template
- *Permanent Product/Writing rubric*
- Adapting Lesson Plans
- Student Response Modes
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c):
 - Story map graphic organizer
 - Blank storyboards
 - Pre-drawn storyboard to use for sorting
 - Picture representations describing the possible details of the specific story
 - Cloze notes with picture supports for text and students input
 - Highlighted text
 - Simplified text options
 - Errorless learning techniques

Lesson Overview

Lesson Number	Lesson 5: Reading with accuracy, appropriate rate, and expression	Modified Lesson Overview
Description	<p>In this lesson, students with a partner will practice fluency while continuing to read and discuss Part One of <i>Wonderstruck</i>. Student will respond to the focus question “What new challenges have Ben and the little girl face?” and the claim with textual evidence and reasoning. Also for homework, students will update your. part one summarization handout based on the reading you completed in class today.</p>	<p>In this lesson, students practice fluency while continuing to read and discuss Part One of <i>Wonderstruck</i>. Students respond to the focus question “What new challenges have Ben and the little girl faced?” and support the claim with textual evidence and reasoning. Students will also add to the Part One summarization.</p> <ul style="list-style-type: none"> ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions. ● LC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter
Let’s Express Our Understanding	<p>Discuss the focus question with your group:</p> <ul style="list-style-type: none"> ● What new challenges does Ben face? What evidence in the text supports your inference? ● What new challenges does the girl face? What evidence in the text supports your inference? 	<p>Answer the following questions:</p> <ul style="list-style-type: none"> ● What new challenges does Ben face? Can you identify text evidence that supports your inference? ● What new challenges does the girl face? Can you identify text evidence that supports your inference?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the connection between Ben and the little girl? ● Can students provide evidence such as details and examples from the text to support the claim? 	<ul style="list-style-type: none"> ● Can students explain the connection between Ben and the little girl? ● Can students provide evidence such as details and examples from the text to support the claim?

Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Part one Summarization handout ● accountable talk ● paired/partner reading ● teacher talk moves ● discussion tracker 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/<u>Writing template</u> ● <u>Permanent Product/</u><i>Writing rubric</i> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1b):</u> <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports

- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number

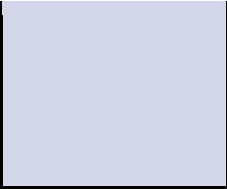
Lesson 6: Analyzing how visual elements contribute to meaning in a literary text

Modified Lesson Overview

Description

In this lesson, students finish reading and summarizing Part One of *Wonderstruck*. Students do a close reading to analyze how the illustrations contribute to meaning in the text. Also students will participate in a whole group discussion to predict Ben's next action based on the similarities between the two stories.

In this lesson, students finish reading and summarizing Part One of *Wonderstruck*. Students analyze how the illustrations contribute to meaning in the text. Students will also predict Ben's next action based on the similarities between the two stories.

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- LC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter

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Let's Express
Our
Understanding

Students with a partner will update the summarization handout based on the reading from today's lesson.
Then write a final summary for part one in the bottom box on the handout.

***Wonderstruck* Part One Summary Template**

Use this template to write a summary of the story told through the text of *Wonderstruck*.

Write the title and the author

SOMEBO DY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Write a summary of the text including the details above.

Students will update a summarization handout with a partner by responding to questions about characters, motivation, challenges, actions, and responses based on the reading from today's lesson.

Summary Template

Use this template to write a summary of the story told through the illustrations of *Wonderstruck*.

Write the title and the author

SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Write a summary of the text including the details above.

<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain what communication is used in this section of the book? ● Can students provide evidence such as details and examples from the text? 		<ul style="list-style-type: none"> ● Can students identify what communication is used by each character in this section of the book? ● Can students provide the evidence such as details and examples from the text in their summarization.
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>		<p><i>Wonderstruck</i> by Brian Selznick</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Summarization handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/<u>Writing template</u> ● <u>Permanent Product/Writing rubric</u> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2a)</u>: <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques

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Lesson Overview

Lesson
Number

Lesson 7: Comparing and contrasting two characters and understanding theme in a literary text

Modified Lesson Overview

Description

In this lesson, students identify similarities and differences in Ben and Rose by completing the compare and contrast handout. Students do a close reading to analyze the development of theme in Part One of *Wonderstruck*.

In this lesson, students identify similarities and differences in Ben and Rose by completing a compare and contrast handout. Students analyze the development of theme in Part One of *Wonderstruck*.

- LC.RL.5.3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
- LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Let's Express Our Understanding

Students will add these events to your understanding theme handout and complete those rows:

- Ben's phone call to Danny
- Aunt Jenny's note to Ben in the hospital

Then identify what lesson the author is trying to teach us about communication.

Analyzing Characters and Events to Understand Theme				
Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?

Students will add to a handout to better understand the theme by answering the following questions

Event 1: Ben's phone call to Danny

- What is the challenge?
- How does the character respond?
- What point is the author trying to make?
- What lesson do we learn from the text?

Event 2: Aunt Jenny's note to Ben in the hospital

- What is the challenge?
- How does the character respond?
- What point is the author trying to make?
- What lesson do we learn from the text?

Identify what lesson the author is trying to teach us about communication.

Lesson Look-Fors

- Can students explain how the author uses Ben and the little girl challenges with communication to develop the theme ?
- Can students provide evidence such as details and examples to support the claim?

- Can students identify how the author uses Ben and the little girl's challenges with communication to develop the theme?
- Can students provide evidence such as details and examples to support the claim?

Text(s)

Wonderstruck by Brian Selznick

Wonderstruck by Brian Selznick

Materials

Lesson Materials:

- Understanding Theme handout
- Conversation stem handout
- Comparing and Contrasting handout
- Highlighter
- [accountable talk](#)
- [teacher talk moves](#)
- discussion tracker

Possible Supports During the Lesson:

- Conversation stems tool

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/Writing template
- *Permanent Product*/Writing rubric
- Adapting Lesson Plans
- Student Response Modes
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3a):
 - Graphic organizers (Web)
 - Interactive whiteboard and/or chart paper
 - Read aloud texts
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same story with the same key events or details

Lesson Overview

Lesson Number	Lesson 8: Developing a topic with details and quotation from a text	Modified Lesson Overview
Description	<p>In this lesson, students write a paragraph in response to the prompt “How is communication used in Part 1 of <i>Wonderstruck</i> to make connections between characters?” Students practice supporting their response with quotations and details from the text. Homework read <i>Frindle</i> by Andrew Clements</p>	<p>In this lesson, students create a permanent product in response to the prompt “How is communication used in Part One of <i>Wonderstruck</i> to make connections between characters?” Students practice supporting their response with quotations and details from the text.</p> <ul style="list-style-type: none"> ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.
Let’s Express Our Understanding	<p>In the reading log, students will respond to the following writing prompt: How is communication used in Part 1 of <i>Wonderstruck</i> to make connections between characters?</p> <p>If needed, students can use sentence starters to respond to the prompt:</p> <p>Topic Sentences : One form of communication used in Part One of <i>Wonderstruck</i> is _____. This form of communication makes a connection between _____ and _____ because _____. Evidence: In the text, it says “_____.”</p> <p>Reasoning: This shows that _____.</p>	<p>Students will respond to the following prompt: How is communication used in Part 1 of <i>Wonderstruck</i> to make connections between characters?</p> <p>If needed, students can use sentence starters to respond to the prompt:</p> <p>Topic Sentences : One form of communication used in Part One of <i>Wonderstruck</i> is _____. This form of communication makes a connection between _____ and _____ because _____. Evidence: In the text, it says “_____.”</p> <p>Reasoning: This shows that _____.</p>

	<p>Revise your paragraph based on the feedback you received from your partner.</p>	<p>Revise your paragraph based on the feedback you received.</p>
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> • Can students explain the form of communication offered to Ben in the story? • Can students provide relevant evidence such as details and examples to respond to the prompt.? 	<ul style="list-style-type: none"> • Can students explain the form of communication offered to Ben in the story? • Can students provide relevant evidence such as details and examples to respond to the prompt?
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>

Materials

Lesson Materials:

- Understanding theme handout
- Part one summarization handout
- Reading log
- Highlighter
- [teacher talk moves](#)

Possible Supports During the Lesson:

- Conversation stems tool
- [transitions](#) and [evidence sentence starters](#) learning tools
- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept.

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/[Writing template](#)
- *Permanent Product*/[Writing rubric](#)
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- [Essential Elements Cards — Grades 3-5 Literature](#) (LC.RL.5.1b):
 - Read aloud texts
 - Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

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Section Overview

Section Number	Section 2	Section is Optional
Description	Wonderstruck	

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<p>Assessment</p>	<p>Students use a Venn diagram to compare and contrast Ben in <i>Wonderstruck</i> and Jeffrey in <i>Maniac Magee</i>. Students practice finding text evidence to support conclusions related to the themes “Effective communications develops strong relationships” in the text. As well as, listen to their classmates’ presentations, and practice summarizing main points and explaining how points are supported by evidence.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of how character interaction contributes to the development of the theme in <i>Maniac Magee and Wonderstruck</i>. This prepares students to analyze the similarities and differences in how characters respond to the challenges they face.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student contrast how Ben in <i>Wonderstruck</i> and Jeffrey in <i>Maniac Magee</i> respond to the challenges they face? ● How well does the student analyze how Ben’s Aunt and Uncle relationship with each other influences Ben’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● EX: How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● EX: How well does the student respond to questions to demonstrate understanding of texts and topics?
<p>Section Length</p>	<p>4 lessons</p>

Additional Supports for Diverse Learners (Optional)

Before the Section:

- Support for Foundational Skills
- Support for Reading Fluency
 - Fluency Task
 - **Excerpt from *The Story of the Boy Who Made Beautiful Melodies* by Thomas Tapper**
- Support for Knowledge Demands
 - Let's Set the Context video
 - [Communication](#)

During the Section:

- Support for Language
 - Protocol for Explicitly Teaching Vocabulary
 - Vocabulary Task for “throbbled, rattled and rumbled”
 - Mentor Sentences from TWR
- Support for Structure
 - Additional support for drawing out details from characters body language and facial expressions
- Support for Meaning
 - Additional text-dependent questions for Lesson 11
 - Additional support for determining and locating evidence to support a theme for lesson 11

The [Supports Flow Chart](#) 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 9: Determining the meaning of unfamiliar words and figurative language in a text	Lesson is Optional
Description	In this lesson, students will read Part Two of <i>Wonderstruck</i> to compare and contrast two characters and summarize the text. Also, students do a close reading of two sections of the text to analyze figurative language and use context clues to determine the meaning of unfamiliar words.	
Let's Express Our Understanding	In your reading log, write a paragraph in which you describe the similarities between Ben and the little girl. You may use information from class discussions and your reading log t-chart to write your paragraph.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students describe some important details about Ben and the little girl's journey?• Can students provide evidence such as details and examples from the class discussion?	
Text(s)	<i>Wonderstruck</i> by Brian Selznick	

Materials

Lesson Materials:

- The part two summarization handout
- Reading Log
- A dictionary
- [accountable talk](#)
- [teacher talk moves](#)
- [paired/partner reading](#)
-

Possible Supports During the Lesson:

- [conversation stems](#)
- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept.

Lesson Overview

Lesson Number

Lesson 10: Comparing and contrasting characters in a literary text

Lesson is Optional

<p>Description</p>	<p>In this lesson, Students reread the beginning of Part Two of <i>Wonderstruck</i> and compare and contrast Ben and Rose. Students present their findings in a small group and receive feedback from their peers. Students also prepare to write by previewing the culminating task and begin choice reading for the unit. For homework student will read a portion of text from <i>Maniac Magee</i> and complete the summarization handout.</p>	
<p>Let's Express Our Understanding</p>	<p>Students will complete the Comparing and contrasting handout for the assigned a character. After sharing their information with their partner, students should silently and independently revise their handout based on the peer feedback they received.</p>	
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students pay attention to and acknowledge others, thoughtfully considering their ideas? ● Can students use appropriate and purposeful language and strategies to communicate to various audiences? 	
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick and <i>Maniac Magee</i> by Jerry Spinelli</p>	
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Comparing and contrasting characters handout ● Presentation peer feedback handout ● A highlighter ● accountable talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool

Lesson Overview

Lesson Number	Lesson 11: Comparing and contrasting stories in the same genre and supporting inferences with text evidence	Lesson is Optional
Description	In this lesson, use a Venn diagram to compare and contrast Ben in <i>Wonderstruck</i> and Jeffrey in <i>Maniac Magee</i> . Students practice finding text evidence to support conclusions related to the themes in the text.	
Let's Express Our Understanding	Students will make at least one new inference based on the text not use in the first inference (<i>Wonderstruck</i> or <i>Maniac Magee</i>). Next, students will choose a quotation from the text to support that inference. Then, record the inference and quotation in the chart.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain some of the problems that Ben in <i>Wonderstruck</i> and Jeffrey in <i>Maniac Magee</i> face with communication? ● Can students accurately cite evidence to develop and support their ideas in an explanations? 	
Text(s)	<i>Wonderstruck</i> by Brian Selznick and <i>Maniac Magee</i> by Jerry Spinelli	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Maniac Magee summarization chart ● accountable talk 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● conversation stems ●

- [teacher talk moves](#)

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Lesson Overview

Lesson Number	Lesson 12: Engaging in a whole class discussion	Lesson is Optional
Description	In this lesson, students engage in a class discussion and practice elaborating on peers' responses and drawing conclusions based on new information in the discussion.	
Let's Express Our Understanding	In the reading log, students will in 5 - 7 sentences will respond to the following question below. Students will support their response with information or knowledge you gained during the discussion. What new or different conclusion did you come to based on information or knowledge you gained during the discussion?	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students elaborate on a comment about Ben and Jeffrey's home lives, challenges, and how they are affected by communication?• Can students pay attention to and acknowledge others, thoughtfully considering their ideas?	
Text(s)	<i>Wonderstruck</i> by Brian Selznick, <i>Frindle</i> by Andrew Clements and <i>Maniac Magee</i> by Jerry Spinelli	

Materials

Lesson Materials:

- Comparing Stories handout
- Highlighter
- [reading log](#)
- [accountable talk](#)

Possible Supports During the Lesson:

- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept.

Section Overview

Section Number	Section 3	Section is Optional
Description	Wonderstruck	

Assessment	<p>Students draft plan, draft introduction and body paragraph of an argumentative essay. Students demonstrate their understanding of the <i>Maniac Magee</i> by Jerry Spinelli and the excerpts from <i>The Story of My Life</i> by Helen Keller by responding to the to the question: Which character Grayson or Jeffrey is most like Anne Sullivan?</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of how the character’s interactions such as sharing life experience with one another can contribute to the theme (Effective communication develops great relationships) This prepares students to gather and organize relevant and sufficient evidence to demonstrate their understanding of a complex text.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to an explanatory essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none">● How well does the student analyze the characters Grayson and Jeffrey to identify shared similarities with Anne?● How well does the student understand the importance of education in relation to being able to communicate effectively? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none">● How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?● How well does the student develop and clearly communicate claims that compare ideas or texts and represent valid evidence-based analysis?
Section Length	7 lessons

Additional
Supports for
Diverse
Learners
(Optional)

The [Supports Flow Chart](#) 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 13: Determining the meaning of unfamiliar words	Lesson is Optional
Description	In this lesson, students will read excerpts from the informational text <i>The Story of My Life</i> by Helen Keller and practice fluency while reading. Also practice fluency while reading and use context clues, Latin roots, and the dictionary to determine the meaning of unknown words.	
Let's Express Our Understanding	Students in their reading log will respond to the following question: What are the main ideas in the text? Students will construct a claim, cite evidence from the text to support the claim and explain why their evidence proves their claim.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students explain the main ideas of the text?• Can students provide relevant textual evidence such as details or examples to support the claim?	
Text(s)	Excerpt <i>The Story of My Life</i> by Helen Keller	

Materials

Lesson Materials:

- [reading log](#)
- Dictionary
- [accountable talk](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- Conversation stems tool
- An audio recording of *The Story of My Life* is http://ia801408.us.archive.org/28/items/story_keller_librivox/story_my_life_04_keller.mp3

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Lesson Overview

Lesson Number

Lesson 14: Identifying main ideas and analyzing how an author develops an argument in an informational text

Lesson is Optional

Description

In this lesson, students do a close reading of *The Story of My Life* and analyze figurative language in the text and how the author develops an argument in the text. Also, students will identify the main ideas in the text.

Let's Express Our Understanding

Students will independently respond to the following questions in their reading log.

- What is the significance of words to Helen?
- How does she explain her transformation?
 - Include a quote from the text to support your response.

Sentence Frames:

- In *The Story of My Life*, words are significant to Helen because ...
- In paragraph # ____ it says, "...."
- This shows that words are significant to Helen because ...
- Helen explains her transformation by ...

Lesson Look-Fors

- Can students respond to questions to demonstrate understanding of texts and topics?
- Can students provide relevant textual evidence such as details or examples to support the claim?

Text(s)	Excerpts from <i>The Story of My Life</i> Helen Keller	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none">• Helen’s thoughts before and after handout• reading log• accountable talk• teacher talk moves• paired/partner reading• 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none">• Conversation stems tool• An audio recording of <i>The Story of My Life</i> can be found at http://ia801408.us.archive.org/28/items/story_keller_librivox/story_my_life_04_keller.mp3• Engage in shared writing.• Model using student examples or mentor texts.• Revise a portion of writing together focused on a specific skill.• Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept.

Lesson Overview

Lesson Number	Lesson 15: Analyzing the development of the theme in a literary text	Lesson is Optional
Description	In this lesson, students read and discuss excerpts from <i>Maniac Magee</i> to analyze the development of theme in the text.	
Let's Express Our Understanding	<p>Read Chapter 25 with a partner and respond to the following questions in your reading log:</p> <ul style="list-style-type: none"> ● How do Grayson and Maniac communicate? ● How does this help them develop a strong relationship? ● Compare and contrast this with relationships in <i>Wonderstruck</i>. <p>Sentence frames.</p> <ul style="list-style-type: none"> ● Grayson and Maniac communicate by. . . ● This communication helps them develop a strong relationship because. . . ● The text says. . . .which shows that they have a strong relationship. ● Their relationship is similar to the relationship of ____ and ____ in <i>Wonderstruck</i> because. . . ● Their relationship is different than the relationship of ____ and ____ in <i>Wonderstruck</i> because. . . 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why Maniac decided to leave the town of Two Miles? ● Can students provide textual evidence such as details and examples from the text? 	

Text(s)	<i>Maniac Magee</i> by Jerry Spinelli	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none">● reading log● accountable talk● Maniac Magee summarization handout● teacher talk moves●	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none">● Conversation stems tool● Discussion tracker tool● An audio recording of <i>Maniac Magee</i> can be found at https://www.audiobooks.com/audiobook/maniac-magee/160659● choral reading or echo reading● transitions and evidence sentence starters

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Lesson Overview

Lesson Number	Lesson 16: Comparing and contrasting texts on their approach to similar themes	Lesson is Optional
Description	In this lesson, students finish reading excerpts from <i>Maniac Magee</i> . Students compare and contrast <i>Maniac Magee</i> and <i>The Story of My Life</i> similar themes and support their inferences with evidence from both texts.	
Let's Express Our Understanding	After students have worked with a partner to determined a response to the following claim (Education and communication are important in <i>Maniac Magee</i> and <i>The Story of My Life</i> .), students will independently make revisions to their reasons and evidence.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students explain in what ways do Grayson and Maniac become a family?• Can students provide evidence such as details and examples from the video during a discussion?	
Text(s)	<i>Maniac Magee</i> by Jerry Spinelli and <i>The Story of My Life</i> by Helen Keller	

Materials

Lesson Materials:

- Maniac Magee summarization handout
- [reading log](#)
- [accountable talk](#)
- [conversation stems](#) handout
- [choral reading](#) or [echo reading](#)

Possible Supports During the Lesson:

- An audio recording of *Maniac Magee* can be found at <https://www.audiobooks.com/audiobook/maniac-magee/160659>
- Conversation stems tool

Lesson Overview

Lesson Number	Lesson 17: Engage in a debate	Lesson is Optional
Description	In this lesson, students demonstrate their understanding of two unit text by engaging in a philosophical chairs debate to compare and contrast characters in <i>Maniac Magee</i> and <i>The Story of My Life</i> and support their opinions with reasons and evidence from the text..	
Let's Express Our Understanding	After the students have completed debate handout and participated in the debate, independently students will revise their handouts based to reflect their final position on the topic.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students effectively debate which character Grayson or Jeffrey is more like Anne Sullivan?• Can students provide relevant evidence and reason to support their final position on the topic?	
Text(s)	<i>Maniac Magee</i> by Jerry Spinelli and <i>The Story of My Life</i> by Helen Keller	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Debate planning handout • Conversation stems handout • Discussion tracker 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept>
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Lesson Overview		
Lesson Number	Lesson 18: Planning and drafting an argument	Lesson is Optional
Description	In this lesson, students will demonstrate their understanding of <i>Maniac Magee</i> by Jerry Spinelli and <i>The Story of My Life</i> by Helen Keller by drafting a plan, an introduction and body paragraph for an argumentative essay.	

Let's Express Our Understanding

Students will silently and independently finish the introduction and body paragraph of the argumentative essay.

Use the paragraph frame if needed

Introduction

- Introduce the text(s). In *Maniac Magee*, the character _____ is most similar to Anne Sullivan, Helen Keller's teacher in *The story of Life*.
- Introduce your response to the prompt. _____ is most similar to Anne Sullivan because.....
- Include the reasons for your response. For example, _____

Body Paragraph #1

Introduce the first reason and the text evidence that supports it. Use the paragraph frame if needed.

- Sentence 1: One way that _____ is similar to Anne is _____.
- Sentence 2: In *Maniac Magee* it says, "_____."
- Sentence 3: This shows that _____.
- Sentence 4: This is similar because _____.

Lesson Look-Fors

- Can students explain which character Grayson or Jeffrey is more like Anne Sullivan?
- Can students provide relevant evidence and reason to support their claim?

Text(s)

Maniac Magee by Jerry Spinelli and *The Story of My Life* by Helen Keller

Materials

Lesson Materials:

- Debate planning handout
- [organizational frames](#)

Possible Supports During the Lesson:

- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept>

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Lesson Overview

Lesson Number	Lesson 19: Revising to use the perfect tense and correct shifts in verb tense	Lesson is Optional
Description	In this lesson, students will practice using the perfect verb tense and recognizing and correcting shifts in verb tense. Students apply the practice to their own writing.	
Let's Express Our Understanding	Review your draft essay: <ul style="list-style-type: none">● Underline all the verbs in your draft essay.● Highlight places where you used the perfect tense in yellow and check that it is correct.● Locate places where you can add perfect tense and make revisions.● Check for shifts in verbs. If there are shifts, revise the verbs.	
Lesson Look-Fors	<ul style="list-style-type: none">● Can students determine if a sentence is written in the perfect tense?● Can students provide evidence to prove if a sentence shows relationship between two actions?	
Text(s)	No text	

Materials

Lesson Materials:

- Student draft essay
- A yellow and blue highlighter
- [teacher talk moves](#)

Possible Supports During the Lesson:

- [conversation stems](#)
- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

Section Overview

Section Number	Section 4	Modified Section Overview
Description	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>

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Assessment

Students will participate in a whole group discussion to respond to the questions:

- How are some relationship in *Wonderstruck* affected by poor communication?
- What forms of communication could be used to strengthen these relationships?

Culminating task connections:

Students build their understanding how poor communication doesn't promote great relationships. Students should understand that Ben's mom decision to not tell Ben about his father, causes Ben to think his mother is keeping secrets from him. His mom's actions motivates him to runaway. This prepares students to analyze the theme (Effective communication develops great relationships).

Students also demonstrate their ability to develop a response, collaborate with peers, and apply feedback acquired during whole group discussion . This prepares students to plan a literary analysis.

Reading/Knowledge Look Fors:

Students will participate in a whole group discussion to respond to the questions:

- Which relationships in *Wonderstruck* were affected by poor communication?
- What challenge or response was affected by poor communication?
- What forms of communication could be used to strengthen these relationships?

Culminating task connections:

Students build the understanding that poor relationships have poor communication. Students should understand that Ben's mom's decision not to tell Ben about his fathers, causes Ben to think his mother is keeping other secrets from him. Ben's response to this challenge is to run away. This prepares students to analyze the theme (Effective communication develops great relationships).

Students also demonstrate their ability to develop a response, collaborate with peers, and apply feedback acquired during whole group discussion . This prepares students to plan a literary analysis.

Reading/Knowledge Look Fors:

- How well does the student analyze the interactions and relationship between Ben and his mother as it relates to his father?
- How well does the student analyze Rose's relationship with her mother?
- Can students identify how Ben and Rose respond to negative interactions with their parents?
- Can students make the connection that both Ben and Rose have bad communication with their parents, and a bad relationship?

- How well does the student analyze the interactions and relationship between Ben and his mother as it relates to Ben's father?
- How well does the student analyze how Rose's relationship with her mother influences Rose's thoughts and actions?

Writing/ELA Skill Look Fors:

- How well does the student pay attention to and acknowledge others, thoughtfully considering their ideas?
- How well does the student develop and clearly communicate evaluative claims that represent valid, evidence-based analysis?

Writing/ELA Skill Look Fors:

- How well does the student consider the ideas of others when planning for a permanent product?
- How well does the student develop and communicate claims about Ben and Rose's relationships with their parents?

Section
Length

6 lessons

5 lessons

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Additional Supports for Diverse Learners (Optional)

Before the Section:

- Support for Foundational Skills
- Support for Reading Fluency
 - Fluency Task

“Eat Sleep Play: Building Health Every Day” by The Children’s Museum of Manhattan

- Support for Knowledge Demands
 - Let’s Set the Context video
- [Communication](#)

During the Section:

Support for Knowledge Demands

- Let’s Set the Context video

- [Understanding Deafness](#) with lesson 20

Support for Language

- Protocol for Explicitly Teaching Vocabulary

- Mentor Sentences Language Task

- Support for Meaning

- Additional text-dependent questions for Lesson 21, 22, and 24

- Additional support for determining and locating evidence to support a theme for lesson 20

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- [Louisiana Connectors](#)
- Essential ElementsCards - [Grades 3-5 Literature](#)
- Student Response Modes - [ELA](#)
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 01 of Grade 05 **Wonderstruck**
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage- or text-specific words and high frequency words)

The [Supports Flow Chart](#) 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 20: Analyzing the development of theme in a literary text

Lesson is Optional

Description

In this lesson, students continue reading Part Two of *Wonderstruck*. Students make inferences based on the images in the text, identify examples of communication in the text, and analyze how those examples contribute to the theme.

Let's Express Our Understanding

Identify a detail or piece of evidence from each text that supports the theme: **Effective communication builds strong relationships**

- *Wonderstruck*
- *The Story of My Life*
- *Maniac Magee*

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the communication in the unit texts have been used to teach a the reader a lesson? • Can students provide evidence such as details and examples from the text to support their claim? 	
Text(s)	<i>Maniac Magee</i> by Jerry Spinelli and <i>The Story of My Life</i> by Helen Keller	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • part two summarization handouts • Analyzing characters and events to understand theme handout • reading log • accountable talk • paired/partner reading • teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 21: Analyzing how a series of scenes fit together to provide the overall structure of a story.	Modified Lesson Overview

<p>Description</p>	<p>In this lesson, students continue reading Part Two of <i>Wonderstruck</i>. Students identify connections between the written text and the images and analyze what the author is trying to help the reader understand through these connections.</p>	<p>In this lesson, students read Part Two of <i>Wonderstruck</i>. Students identify connections between the written text and the images and analyze what the author is trying to help the reader understand through these connections.</p> <ul style="list-style-type: none"> ● LC.RL.5.5b Explain how a series of chapters fits together to provide the overall structure of a particular text. ● LC.RL.5.7 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<p>Let's Express Our Understanding</p>	<p>Students will choose one connection between the written text and the illustrated text in this section to respond to the following questions in your reading log:</p> <ul style="list-style-type: none"> ○ How do these scenes fit together? ○ What is the author trying to help the reader understand through the connection? 	<p>Students will choose one connection between the written text and the illustrated text in this section to respond to the following questions:</p> <ul style="list-style-type: none"> ● How do these scenes fit together? (compare and contrast) ● What is the author trying to help the reader understand through that connection?
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain the connections between the setting and between Rose and Ben's actions in the written text and the illustrations? ● Can students provide evidence such as details and examples from the written text and the illustration to support their response? 	<ul style="list-style-type: none"> ● Can students identify the connections between the setting and between Rose and Ben's actions in the written text and the illustrations? ● Can students identify details and examples from the written text and illustrations to support their response.
<p>Text(s)</p>	<p><i>Wonderstruck</i> Brian Selznick</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>

Materials

Lesson Materials:

- Part two summarization handout
- [reading log](#)
- [accountable talk](#)
- [paired/partner reading](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- Conversation stems tool
- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook](#) [Grammar Guide](#) and the [WriteAlong](#) lessons to

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/[Writing template](#)
- *Permanent Product/[Writing rubric](#)*
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- [Essential Elements Cards — Grades 3-5 Literature \(LC.RL.5.7b\)](#):
 - Read aloud texts that contain supportive illustrations
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

			target a skill or concept>	<ul style="list-style-type: none"> ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 22: Analyzing how a series of scenes fit together to develop the theme in a literary text	Modified Lesson Overview
Description	In this lesson, students will continue reading Part Two of <i>Wonderstruck</i> . Students do a close reading to identify forms of communication in the text and analyze how these examples work together to develop the theme.	<p>In this lesson, students will continue reading Part Two of <i>Wonderstruck</i>. Students identify forms of communication in the text and analyze how these examples work together to develop the theme.</p> <ul style="list-style-type: none"> ● LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Let's Express Our Understanding	Students will choose a form of communication from our discussion that develops the theme: Effective communication develops strong relationships and add that communication to the analyzing theme handout.		Students will choose a form of communication that develops the theme "Effective communication develops strong relationships" and add that communication to an analyzing theme handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what effect does communication have on Ben and Jamie's relationship? ● Can students provide evidence two new details learn in this passage? 		<ul style="list-style-type: none"> ● Can students explain what effect communication has on Ben and Jamie's relationship? ● Can students identify evidence from the text to support the explanation.
Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Part two summarization handout ● Analyzing characters and events to understand theme handout ● accountable talk ● paired/partner reading ● teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c): <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story

- Cloze notes with picture supports for text and students input
- Highlighted text
- Simplified text options
- Errorless learning techniques

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Lesson Overview

Lesson Number	Lesson 23: Analyzing how series of scenes fit together to develop the theme in a literary text.	Modified Lesson Overview															
Description	In this lesson, students will continue reading Part Two of <i>Wonderstruck</i> . Students do a close reading to identify forms of communication in the text and analyze how these examples work together to develop the theme.	<p>In this lesson, students will continue reading Part Two of <i>Wonderstruck</i>. Students identify forms of communication in the text and analyze how these examples work together to develop the theme.</p> <ul style="list-style-type: none"> ● LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. 															
Let's Express Our Understanding	<p>Students will add the communication between Rose and Walter to the analyzing characters and events to understand theme handout and fill in or respond to the question in each column.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="background-color: #d3d3d3;">Analyzing Characters and Events to Understand Theme</th> </tr> <tr> <th style="width: 15%;">Event in text</th> <th style="width: 15%;">Challenge</th> <th style="width: 20%;">How does the character respond?</th> <th style="width: 20%;">What point is the author trying to make?</th> <th style="width: 30%;">What lesson do we learn from the text?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Analyzing Characters and Events to Understand Theme					Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?						<p>Students will add to a handout to better understand the theme by answering the following questions</p> <p>Event 1: Communication Between Rose and Walter</p> <ul style="list-style-type: none"> ● What is the challenge? ● How does the character respond? ● What point is the author trying to make? ● What lesson do we learn from the text?
Analyzing Characters and Events to Understand Theme																	
Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?													

<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain how does a particular scene contribute the development of the theme? ● Can students provide relevant evidence such as details and examples to support their response? 		<ul style="list-style-type: none"> ● Can students identify how a particular scene contributes to the development of the theme? ● Can students provide relevant evidence such as details and examples to support their response?
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>		<p><i>Wonderstruck</i> by Brian Selznick</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Part two summarization handout ● Analyzing characters and events to understand theme handout ● reading logs ● accountable talk ● paired/partner reading ● teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/Writing template ● <i>Permanent Product/Writing rubric</i> ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c): <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques

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Lesson Overview

Lesson Number

Lesson 24: Analyzing how series of scenes fit together to develop the theme in a literary text

Modified Lesson Overview

Description

In this lesson, students will finish independently reading Part Two of *Wonderstruck*. Also, students will continue analyzing how scenes fit together to contribute to the theme. This practice of independent reading and responding to text will help prepare the students for the cold read task.

In this lesson, students will finish reading Part Two of *Wonderstruck*. Also, students will continue analyzing how scenes fit together to contribute to the theme.

- LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- LC.RL.5.7 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Let's Express Our Understanding

Student will complete the part two summarization handout based on the reading. Also, add one example of a form of communication to the understanding theme handout.

Analyzing Characters and Events to Understand Theme				
Event in text	Challenge	How does the character respond?	What point is the author trying to make?	What lesson do we learn from the text?

Students will add to a handout to better understand the theme by answering the following questions

Event 1: Communication in new reading

- What is the challenge?
- How does the character respond?
- What point is the author trying to make?
- What lesson do we learn from the text?

Lesson Look-Fors

- Can students explain what happens between Ben and Jamie's relationship in this section of the text?
- Can students provide evidence such as details to support their response?

- Can students identify what happens between Ben and Jamie's relationship in this section of the text?
- Can students provide evidence such as details to support their responses.

Text(s)

Wonderstruck by Brian Selznick

Wonderstruck by Brian Selznick

Materials

Lesson Materials:

- Part two summarization handout
- Analyzing characters and events to understand theme handout
- [reading logs](#)

Possible Supports During the Lesson:

- Conversation stems tool

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/Writing template
- *Permanent Product/Writing rubric*
- Adapting Lesson Plans
- Student Response Modes
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c):
 - Story map graphic organizer
 - Blank storyboards
 - Pre-drawn storyboard to use for sorting
 - Picture representations describing the possible details of the specific story
 - Cloze notes with picture supports for text and students input
 - Highlighted text
 - Simplified text options
 - Errorless learning techniques

Lesson Overview

Lesson Number	Lesson 25: Analyzing the development of theme and comparing and contrasting characters in a literary text	Modified Lesson Overview
Description	In this lesson, students will participate in a whole group discussion to analyze the development of theme in <i>Wonderstruck</i> . The discussion will be similar to writing prompt for the cumulative writing task, so the discussion will help students to prepare for that task at the end of the unit. Also, students compare and contrast Ben and Rose.	<p>In this lesson, students will analyze the development of the theme in <i>Wonderstruck</i>. The discussion will be similar to the writing prompt for the cumulative writing task, to help students prepare ideas. Also, students compare and contrast Ben and Rose.</p> <ul style="list-style-type: none"> ● LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. ● LC.RL.5.3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison
Let's Express Our Understanding	With a partner, students share their chart and compare and contrast Ben and Rose. Also, students will add information to your chart based on the discussion with your partner and highlight the similarities between Ben and Rose on your handout.	Students share compare and contrast information for Ben and Rose. Students will add information to their chart based on the discussion.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how relationships in the written text and the illustration are affected by poor communication? ● Can students provide evidence such as details and examples from the written text and the illustration? 	<ul style="list-style-type: none"> ● Can students identify which relationships are affected by poor communication? ● Can students identify evidence such as details and examples from the written text and the illustrations?

Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Part two summarization handout ● Analyzing characters and events to understand theme handout ● reading logs ● Comparing and contrasting handout ● A highlighter 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/<u>Writing template</u> ● <u>Permanent Product/Writing rubric</u> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c):</u> <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques

Section Overview

Section Number	Section 5	Modified Section Overview
Description	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>

DRAFT

Assessment

Students write a paragraph in response to the questions:

- How could the information in “ The History of Deaf Culture and Sign Language” and *The Handmade Alphabet* help Rose and Ben to improve their communication?
- How would the information in “ the History of Deaf Culture and Sign Language” and *The Handmade Alphabet* help Rose and Ben to improve their relationships?

Culminating task connections:

Students build their understanding of how sign language would have made it easier for Ben and Rose to communicate with others. If Ben and Rose knew sign language, Rose might have had a better relationship with her mom as well as, Ben may have been able to avoid the fight with Jamie. This prepares students to analyze how effective communication develops strong relationships

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing This prepares students to: write a explanatory essay

Reading/Knowledge Look Fors:

- How well does the student recognize the connections among “ The History of Deaf Culture and Sign Language” and *The Handmade Alphabet* as it relates to an individual who is hearing impaired communicating with others who is not hearing impaired?

Students write a paragraph that responds to the questions:

- How could the information in “The History of Deaf CULTure and Sign Language” and *The Handmade Alphabet* help Rose and Ben improve their communication?
 - What forms of communication could they use?
- How could the information in “The History of Deaf Culture and Sign Language” and *The Handmade Alphabet* help Rose and Ben improve their relationship?

Culminating task connections:

Students build their understanding of how sign language would have made it easier for Ben and Rose to communicate with others. If Ben and Rose knew sign language, Rose might have had a better relationship with her mom as well as, Ben may have been able to avoid the fight with Jamie. This prepares students to analyze how effective communication develops strong relationships.

Students also demonstrate their ability to produce a piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion.

Reading/Knowledge Look Fors:

- How well does the student identify the connections between “The History of Deaf Culture and Sign Language” and *The Handmade Alphabet* as it relates to an individual who is hearing impaired communicating with others who is not hearing impaired?
- How well does the student use words and phrases to deepen their understanding of texts?

- How well does the student use words and phrases to deepen their understanding of texts?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations to develop and support arguments, analyses, and explanations?
- How well does the student identify and analyze relationships between characters in the text?
- How well does the student understand the details of a text and how they develop ideas?

Section Length	2 lessons	2 lessons
Additional Supports for Diverse Learners (Optional)	<p>The Supports Flow Chart 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>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Louisiana Connectors ● Essential ElementsCards - Grades 3-5 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 01 of Grade 05 <i>The Lion, the Witch, and the Wardrobe</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

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Lesson Overview

Lesson Number	Lesson 26: Determining the meaning of unknown words and identifying main ideas in an informational text	Modified Lesson Overview
Description	<p>In this lesson, students will read two informational texts about deaf culture and sign language and identify the main ideas. Students analyze new vocabulary and connections between the informational texts and <i>Wonderstruck</i>.</p>	<p>In this lesson, students will read two informational texts and as needed an <i>adapted version</i>, about deaf culture and sign language and identify the main ideas. Students analyze new vocabulary and connections between the informational texts and <i>Wonderstruck</i>.</p> <ul style="list-style-type: none"> ● LC.RI.5.2a Determine the main idea, and identify key details to support the main idea. ● LC.RI.5.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.
Let's Express Our Understanding	<p>Students will respond to the following questions in their reading logs:</p> <ul style="list-style-type: none"> ● How could the information in these texts help Rose and Ben to improve their communication? ● How would it help them improve their relationships? <p>Then students will participate in a whole-class discussion to share their response to the above question.</p>	<p>Students will respond to the following questions:</p> <ul style="list-style-type: none"> ● How could the information in these texts help Rose and Ben to improve their communication? <ul style="list-style-type: none"> ○ What forms of communication could they use? ● How would it help them improve their relationships?

<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain how could Ben and Rose improve their communication in this section of the text? ● Can students provide evidence such as details and examples from group discussion to support their response? 		<ul style="list-style-type: none"> ● Can students identify how Ben and Rose could improve their communication in this section of Wonderstruck using the information texts? ● Can students identify evidence such as details and examples from group discussion to support their response?
<p>Text(s)</p>	<p>Excerpt from “The History of Deaf Culture and Sign Language” by Carol Padden and Tom Humphries and <i>The Handmade Alphabet</i> by Laura Rankin</p>		<p>Excerpt from “The History of Deaf Culture and Sign Language” by Carol Padden and Tom Humphries and <i>The Handmade Alphabet</i> by Laura Rankin</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Latin roots reference sheet handout ● A dictionary ● reading log ● accountable talk ● teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems ● Engage in shared writing. ● Model using student examples or mentor texts. ● Revise a portion of writing together focused on a specific skill. ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept. 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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Lesson Overview

Lesson Number	Lesson 27: Using transition words to link ideas	Modified Lesson Overview
Description	<p>In this lesson, students will write a paragraph to integrate information from several text. Students practice using transition words, commas to set off the introductory words of a sentence, then revise their paragraph.</p>	<p>In this lesson, students will create a permanent product to integrate information from several texts. Students practice using transition words, commas to set off the introductory words of a sentence, then revise their permanent product.</p> <ul style="list-style-type: none"> ● LC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic ● LC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly
Let's Express Our Understanding	<p>Students will revise their response to the following questions:</p> <ul style="list-style-type: none"> ● How could the information in "The History of Deaf Culture and Sign Language" and <i>The Handmade Alphabet</i> help Rose and Ben to improve their communication? ● How would it help them improve their relationships? <p>Students will highlight their transition words or phrases in blue. Add or revise transitions if needed.</p> <p>Students will highlight their commas in yellow and check to make sure commas have been used to set off introductory words in a sentence.</p>	<p>Students will revise based on the following questions:</p> <ul style="list-style-type: none"> ● How could the information in "The History of Deaf Culture and Sign Language" and <i>The Handmade Alphabet</i> help Rose and Ben to improve their communication? ● How could it help them improve their relationship? <p>Students will use transition words and commas appropriately in their permanent product.</p>

<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain how could Ben and Rose improve their communication in this section of the text? ● Can students use correct mechanics to clearly communicate ideas? 		<ul style="list-style-type: none"> ● Can students identify how Ben and Rose could improve their communication in this section of the text? ● Can students use correct mechanics to clearly communicate ideas?
<p>Text(s)</p>	<p>Excerpt from “The History of Deaf Culture and Sign Language” by Carol Padden and Tom Humphries and <i>The Handmade Alphabet</i> by Laura Rankin</p>		<p>Excerpt from “The History of Deaf Culture and Sign Language” by Carol Padden and Tom Humphries and <i>The Handmade Alphabet</i> by Laura Rankin</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The transition words handout ● A blue and yellow highlighter ● reading log ● accountable talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● evidence sentence starter ● Engage in shared writing. ● Model using student examples or mentor texts. ● Revise a portion of writing together focused on a specific skill. ● Consult the ELA Guidebook Grammar Guide and 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1): <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

the [WriteAlong](#) lessons to target a skill or concept.

- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

DRAFT

Section Overview

Section Number	Section 6	Section is Optional
Description	Wonderstruck	

DRAFT

Assessment

Students read *The Phantom Tollbooth* by Norton Juster to get an understanding of how poor communication impact the characters in the text. Also, students will identify and revise one additional sentence from the example paragraph using the composing strategy.

Culminating task connections:

Students demonstrate their understanding of how the misunderstanding of language causes confusion between Milo and the people of Dictionopolis in *The Phantom Tollbooth* by Norton Juster. As a result of the confusion, Milo ends up with an empty plate for dinner. This prepares students to analyze how communication positively or negatively impacts our everyday life.

Students also demonstrate their ability to select and combine words that precisely communicate ideas and use conventions to produce clear writing>. This prepares students to write correct and effective constructed sentences.

Reading/Knowledge Look Fors:

- How well does the student analyze the interactions and relationship between Milo and the people of Dictionopolis?
- How well does the student understand the difference between Milo communicating literally and the people of Dictionopolis communicating figuratively?

Writing/ELA Skill Look Fors:

- How well does the student determine meaning of words and phrases as they are used in a text, including technical, figurative and connotative meanings?
- How well does the student read fluently to comprehend grade-level literary and informational text?

Section Length	2 lessons
Additional Supports for Diverse Learners (Optional)	The Supports Flow Chart 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.

DRAFT

Lesson Overview

Lesson Number

Lesson 28: Analyzing figurative language in a literary text

Lesson is Optional

Description

In this lesson, students will read excerpts from *The Phantom Tollbooth* and summarize the text. Students identify and analyze idioms in the text.

Let's Express Our Understanding

Students with a partner will complete second and third column of the chart the idioms we listed a class by responding to the questions below..

Analyzing Figurative Language

Idioms from the text	What is the meaning of this idiom? When would a person use this idiom?	What happened in the text when the idiom was used?

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the figurative meaning of the idiom <i>leaves no stone unturned</i>? • Can students provide evidence such as details and examples from the discussion? 	
Text(s)	<i>The Phantom Tollbooth</i> by Norton Juster	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The analyzing figurative language handout • accountable talk • teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • choral reading or echo reading. • conversation stems •

Lesson Overview		
Lesson Number	Lesson 29: Varying sentences by expanding, combining and reducing	Lesson is Optional

Description	<p>In this lesson, students will analyze the importance of language in <i>The Phantom Tollbooth</i>. Students revise a paragraph with analysis from the text using the sentence composing strategy.</p>										
Let's Express Our Understanding	<p>Students will silently and independently identify one additional sentence from the exemplar paragraph to revise and complete the sentence composing handout for that sentence.</p> <table border="1" data-bbox="333 453 1100 883"> <thead> <tr> <th data-bbox="333 453 464 751">Original sentence</th> <th data-bbox="464 453 583 751">Revised sentence</th> <th data-bbox="583 453 764 751">How are the two sentences different?</th> <th data-bbox="764 453 930 751">How does the differences affect meaning?</th> <th data-bbox="930 453 1100 751">How does the differences affect the reader?</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 751 464 883"></td> <td data-bbox="464 751 583 883"></td> <td data-bbox="583 751 764 883"></td> <td data-bbox="764 751 930 883"></td> <td data-bbox="930 751 1100 883"></td> </tr> </tbody> </table>	Original sentence	Revised sentence	How are the two sentences different?	How does the differences affect meaning?	How does the differences affect the reader?					
Original sentence	Revised sentence	How are the two sentences different?	How does the differences affect meaning?	How does the differences affect the reader?							
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the author uses figurative language to create confusion of meaning in the text? • Can students provide evidence such as details and examples from the text to support their response? 										
Text(s)	<p><i>The Phantom Tollbooth</i> by Norton Juster</p>										

Materials

Lesson Materials:

- Analyzing figurative language handout
- The sentence composing handout
- Index cards
- [accountable talk](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- Conversation stems tool

DRAFT

Section Overview

Section Number	Section 7	Modified Section Overview
Description	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>

DRAFT

Assessment

Students will read Part Three of Wonderstruck in collaborative groups and write respond to questions:

- What challenges did Ben face in the text? ”
- “How did his response to these challenges lead him to being with Jamie and Rose at the museum?”

Culminating task connections:

Students build their understanding of how character motivation and the way they respond to challenges contribute to the development of the theme. As a result of how Ben responds to his challenges, he meets Jamie and Rose in the museum. Rose begins to share the history of her family with Ben. The communication allows Ben and Rose to build a strong relationship. This prepares students to analyze how character development contributes to the theme.

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.

Reading/Knowledge Look Fors:

- How well does the student analyze the relationship between Ben and Rose?

Students will read Part Three of Wonderstruck and respond to the questions:

- What challenges did Ben face in the text?
- How did Ben respond to challenges?
 - Where did his responses take him, and who was there?

Culminating task connections

Students build their understanding of how character motivation and the way they respond to challenges contribute to the development of the theme. As a result of how Ben responds to his challenges, he meets Jamie and Rose in the museum. Rose begins to share the history of her family with Ben. The communication allows Ben and Rose to build a strong relationship. This prepares students to analyze how character development contributes to the theme.

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.

Reading/Knowledge Look Fors:

- How well does the student analyze the relationship between Ben and Rose?
- How well does the student understand the reason for Ben’s mom not sharing his father’s identity with him?

Writing/ELA Skill Look Fors:

- How well does the student understand the reason for Ben's mom not sharing his father's identity with him?

Writing/ELA Skill Look Fors:

- How well does the student recognize connections among texts to make a logical inference?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

- How well does the student recognize connections among texts to make a logical inference?

- How well does the student analyze relationships among the details of a text and how they develop ideas?

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Section Length

3 lessons

3 lessons

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Additional Supports for Diverse Learners (Optional)

Before the Section:

During the Section:

- Support for Reading Fluency
 - Fluency Task
 - “What Katie Heard” edited by Jerskine Clark
- Support for Language
 - Protocol for Explicitly Teaching Vocabulary
 - Vocabulary Task for
 - “Gestured”
 - “Mimed”
 - “Personalized”
 - “Curate”
 - “descended”
 - Mentoring Sentences Language Task from TWR>
- Support for Structure
 - Additional support for understanding both text are telling the same story for lesson 30
- Support for Meaning
 - Additional support for determining and locating evidence to support a theme for lesson 30
 - Additional text-dependent questions for Lesson 31

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- [Louisiana Connectors](#)
- Essential ElementsCards - [Grades 3-5 Literature](#)
- Student Response Modes - [ELA](#)
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 01 of Grade 05 *The Lion, the Witch, and the Wardrobe*
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage- or text-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

The [Supports Flow Chart](#) includes information, guidance, and supports to use with 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 30: Collaborative reading and discussion

Modified Lesson Overview

Description

In this lesson, students will practice collaborative reading while reading Part Three of *Wonderstruck*.

In this lesson students will read Part Three of *Wonderstruck*.

- LC.RL.5.10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction.
- LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.

<p>Let's Express Our Understanding</p>	<table border="1"> <thead> <tr> <th data-bbox="321 191 562 370">Questions</th> <th data-bbox="573 191 793 370">Response</th> <th data-bbox="804 191 1024 370">Page number and evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="321 378 562 787"> <p>What happened to Rose after Walter brought her to the apartment when she was young?</p> </td> <td data-bbox="573 378 793 787"></td> <td data-bbox="804 378 1024 787"></td> </tr> </tbody> </table>	Questions	Response	Page number and evidence	<p>What happened to Rose after Walter brought her to the apartment when she was young?</p>			<p>Students will answer the comprehension question in a graphic organizer:</p> <ul style="list-style-type: none"> • What happened to Rose after Walter brought her to the apartment when she was young? <p>Students should provide page numbers with evidence to answer questions.</p>
Questions	Response	Page number and evidence						
<p>What happened to Rose after Walter brought her to the apartment when she was young?</p>								
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> • Can students explain how do the written text and the illustrated text fit together in this section? • Can students provide evidence such as details and examples to support their response? 	<ul style="list-style-type: none"> • Can students explain how the written text and the illustrated text fit together in this section? • Can students identify evidence such as details and examples to support their response? 						
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>						

Materials

Lesson Materials:

- The guided reading handout
- [accountable talk](#)
- [paired/partner reading](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- Conversation stems tool

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/Writing template
- *Permanent Product/*Writing rubric
- Adapting Lesson Plans
- Student Response Modes
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.10a):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the text.
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

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Lesson Overview

Lesson Number	Lesson 31: Collaborative reading and discussion		Modified Lesson Overview						
Description	In this lesson, students will continue reading Part Three of <i>Wonderstruck</i> in collaborative groups and complete the questions in the guided reading handout.		<p>In this lesson, students will continue reading Part Three of <i>Wonderstruck</i> and answer comprehension questions.</p> <ul style="list-style-type: none"> ● LC.RL.5.10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction. ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions. 						
Let's Express Our Understanding	<p>Students will finish the questions for this section of the text their group.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 33%;">Question</th> <th style="width: 33%;">Response</th> <th style="width: 33%;">Evidence and Page Number</th> </tr> </thead> <tbody> <tr> <td>How did Ben's mother and father meet? Why didn't they stay together? What happened to Ben's father</td> <td></td> <td></td> </tr> </tbody> </table>		Question	Response	Evidence and Page Number	How did Ben's mother and father meet? Why didn't they stay together? What happened to Ben's father			<p>Students will utilize partners to answer the comprehension questions in a graphic organizer:</p> <ul style="list-style-type: none"> ● How did Ben's mother and father meet? ● Why didn't Ben's mother and father stay together? ● What happened to Ben's fathers? ● How did Ben and Rose meet before? ● How does this section help to develop the theme of effective communication develops strong relationships? <ul style="list-style-type: none"> ○ Who is communicating effectively? ○ How? <p>Students should provide page numbers with evidence to answer questions.</p>
Question	Response	Evidence and Page Number							
How did Ben's mother and father meet? Why didn't they stay together? What happened to Ben's father									

	Describe how Ben and Rose had met before.		
	How does this section help to develop the theme of effective communication develops strong relationships?		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how this section contribute to theme of this unit? • Can students provide evidence such as details and examples from this section to support their response? 		<ul style="list-style-type: none"> • Can students explain how this section contributes to the theme of this unit? • Can students identify evidence such as details and examples from this section to support their response?
Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Guided Reading Handout • accountable talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Wonderstruck</i> • Permanent Product/<u>Writing template</u> • <u>Permanent Product/Writing rubric</u> • <u>Adapting Lesson Plans</u>

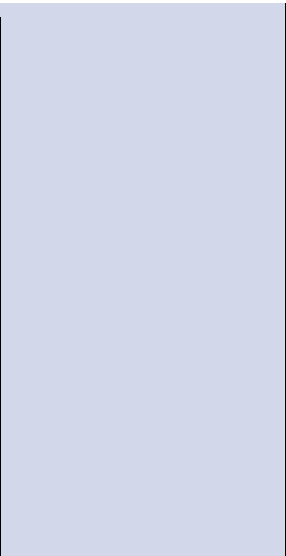
- [paired/partner reading](#)

- Student Response Modes
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.10a):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the text.
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 32: Collaborative reading and discussion	Modified Lesson Overview
Description	In this lesson, students will finish reading Three of <i>Wonderstruck</i> in collaborative groups and complete the questions in the collaborative reading handout.	<p>In this lesson, students will finish reading Part Three of <i>Wonderstruck</i> and answer comprehension questions.</p> <ul style="list-style-type: none"> ● LC.RL.5.10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction. ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.
Let's Express Our Understanding	<p>Students will respond to the following questions in the guided reading handout:</p> <ul style="list-style-type: none"> ● What challenges did Ben face in the text? ● How did his response to these challenges lead him to being with Jamie and Rose at the museum? 	<p>Students will answer the comprehension questions:</p> <ul style="list-style-type: none"> ● What challenges did Ben face in the text? ● How did his response lead him to being with Jamie and Rose at the museum? <p>Students should provide page numbers with evidence to answer questions.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain a difficult time for Ben during the book? 	<ul style="list-style-type: none"> ● Can students explain a difficult time for Ben during the book? ● Can students identify evidence such as details and examples from the text?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text? 		
Text(s)	<i>Wonderstruck</i> by Brian Selznick		<i>Wonderstruck</i> by Brian Selznick
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Guided Reading Handout • accountable talk • teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Wonderstruck</i> • Permanent Product/<u>Writing template</u> • <u>Permanent Product/Writing rubric</u> • <u>Adapting Lesson Plans</u> • <u>Student Response Modes</u> • Summary graphic organizer • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.10a)</u>: <ul style="list-style-type: none"> ○ Reflective journals ○ Coding sheets ○ Pencils/notebooks ○ Chapter books ○ Read aloud texts ○ Interactive white board ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlight and review unfamiliar words in the text. ○ Preview of the text, illustrations, and details, frontloading

- 
- Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- DRAFT

Section Overview

Section Number

Section 8

Section is Optional

Description

Wonderstruck

DRAFT

Assessment

Students write an extended response that explains how Mrs. Granger's statement relates ("**A person can watch the sunrise, but he cannot slow it down or stop it or make it go backward.**") to the story. Cite evidence from the story to support your written response. Be sure to observe the conventions of standard English.

Culminating task connections:

Students build on their understanding that no one is control of how words are invented or used, Mrs. Grainger did not like the fact that Nick invented a new world. She soon realized she couldn't stop him from using new used just like she couldn't stop the sunrise. However, people can control how they communicate with one another and one should make a conscious effort to communicate effectively to build strong relationships.

Students also demonstrate their ability to read, understand, and express understanding of a new text. This prepares students to write a explanatory essay.

Reading/Knowledge Look Fors:

- How well does the student analyze statement relates to the story?
- How well does the student understands the reason why Mrs. Granger made such a statement?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
- How well does the student gather and organize relevant and sufficient evidence t demonstrate understanding of texts and topic, support claims and develop ideas?

Section Length	2 lessons
Additional Supports for Diverse Learners (Optional)	The Supports Flow Chart 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 33: Cold Read task Multiple Choice Questions	Lesson is Optional
Description	In this lesson, students will answer multiple choice questions to demonstrate understanding of <i>Frindle</i> , the text they have been reading independently.	

<p>Let's Express Our Understanding</p>	<p>Students will have approximately 40 minutes to read the text and answer questions 1-8. Explain your thinking for each response.</p> <ol style="list-style-type: none"> 1. Which statement best supports how <u>worshipped</u> is used in this excerpt? What word in the quotation above best supports the meaning of the word in Part A? 2. Which statement best summarizes Nick's response to the assignment that Mrs. Granger gives him in Chapter 3? 3. Which sentence best explains how Chapter 1 fits in the overall structure of <i>Frindle</i>? What evidence from the passage best supports the answer to Part A? 4. Which of the following explains how this excerpt is significant to the overall structure of the novel? 5. Which sentence best explains how Chapters 11 and 12 fit in the overall structure of <i>Frindle</i>? 6. Which sentence describes the main theme presented in <i>Frindle</i>? What evidence from the passage best supports the answer to Part A? 7. Which statement best explains the interaction between Mrs. Granger and Nick over the course of the story? 8. What stage of the relationship is indicated by this quote? Which one of the following quotations provides the best support for the answer to Part A? 	
<p>Lesson Look-Fors</p>	<p>Can students explain how Chapter 1 fits in the overall structure of <i>Frindle</i>? ? Can students provide evidence such as details and examples from the story to support their response?</p>	
<p>Text(s)</p>	<p><i>Frindle</i> by Andrew Clements</p>	
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold-Read task assessment and answer sheet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ●

Lesson Overview

Lesson Number	Lesson 34: Cold-Read task, Extended Response	Lesson is Optional
Description	In this lesson, students will demonstrate their ability to read, understand, and express understanding of a text and a video in an essay.	
Let's Express Our Understanding	<p>Students will have approximately 40 minutes to plan and write the extended response.</p> <p>In her letter to Nick, Mrs. Granger writes,</p> <p>“A person can watch the sunrise, but he cannot slow it down or stop it or make it go backward.”</p> <p>How does Mrs. Granger use this reflection to comment on her experience with the word “Frindle”? Write an extended response that explains how Mrs. Granger statement relates to the story. Cite evidence from the story to support your written response. Be sure to observe the conventions of standard English.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Mrs. Granger’s statement relates to the story? ● Can students provide evidence such as details and examples from the video during a discussion? 	
Text(s)	<i>Frindle</i> by Andrew Clements	
Materials	Lesson Materials:	Possible Supports During the Lesson: <ul style="list-style-type: none"> ●

- Cold-Read task assessment and answer sheet

Section Overview

Section Number	Section 9	Modified Section Overview
Description	Wonderstruck	Original and adapted versions of <i>Wonderstruck</i>

Assessment

Students write a literary analysis in response to the prompt: How do the details and illustration of *Wonderstruck* help to develop the theme “Effective communication develops strong relationships”? Students should include:

- Determine the events in each part of *Wonderstruck* where communication was important.
- Identify the outcomes of each event and communication.
- Compare and contrast the roles the various characters had in each event and whether their roles impacted whether the communications worked or not.
- Examine the connections between the relationships in the text and the various communications.
- Evaluate the various events, characters, communication, and relationships to determine how the theme “Effective communication develops strong relationships” is developed.

Culminating task connections:

Students demonstrate their understanding of how the author develops the theme in *Wonderstruck* through Ben’s relationships.

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.

Students create a permanent product to explain how the details and illustrations of *Wonderstruck* help to develop the theme “Effective communication develops strong relationships”.

In order to do this student’s will:

- Identify events in *Wonderstruck* where communication was important.
- Identify the type of communication utilized and the outcome of each event.
- Compare and contrast good and bad relationships between characters, be sure to identify what type of communication was used.
- Analyze the relationships in *Wonderstruck* to determine how the theme “Effective communication develops strong relationships” is developed.

Culminating task connections:

Students demonstrate their understanding of how the author develops the theme in *Wonderstruck* through Ben’s relationships.

Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Reading/Knowledge Look Fors:

- How well does the student analyze the interactions and relationship between Ben and the other characters?

Reading/Knowledge Look Fors:

- How well does the student analyze the interactions and relationship between Ben and the other characters?
- How well does the student analyze how Ben's relationship with the other characters influences his thoughts and actions?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

- How well does the student understand that when characters had good communication, they had good relationships?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations to develop and support arguments, analyses, and explanations?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners (Optional)	<p>The Supports Flow Chart 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>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Wonderstruck</i> ● Louisiana Connectors ● Essential ElementsCards - Grades 3-5 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 01 of Grade 05 <i>The Lion, the Witch, and the Wardrobe</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

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Lesson Overview

Lesson Number	Lesson 35: Planning for the explanatory essay	Modified Lesson Overview
Description	In this lesson, students will review the culminating writing task and rubric, plan for writing the explanatory essay and participate in a peer conference to receive feedback on their plan.	<p>In this lesson, students will review the culminating task and rubric, plan for their permanent product, and receive feedback on their plan.</p> <ul style="list-style-type: none"> ● LC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic. ● LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.
Let's Express Our Understanding	Students will revise your planning document based on the feedback you received during your peer conference.	Students will revise their plan for permanent product based on teacher feedback.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain How did the characters' relationships impact the communication? ● Can students provide evidence such as details and examples from the text? 	<ul style="list-style-type: none"> ● Can students explain how characters' relationships impact communication? ● Can students identify evidence such as details and examples from the text?
Text(s)	<i>Wonderstruck</i> by Brian Selznick	<i>Wonderstruck</i> by Brian Selznick

Materials

Lesson Materials:

- The culminating writing task directions
- The culminating writing task rubric
- The culminating writing task planning handout
- [accountable talk](#)
-

Possible Supports During the Lesson:

- [conversation stems](#)
- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook](#) [Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept.

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/[Writing template](#)
- [Permanent Product/Writing rubric](#)
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- [Essential Elements Cards — Grades 3-5 Literature \(LC.RL.5.1b\)](#):
 - Read aloud texts
 - Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

DRAFT

Lesson Overview

Lesson Number

Lesson 36: Drafting the explanatory essay

Modified Lesson Overview

Description

In this lesson, students will review the structure of the essay and analyze an exemplar. Students draft the essay.

In this lesson, students will review the structure of their permanent product and plan a draft.

- LC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.
- LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.

Let's Express Our Understanding

Students will draft explanatory essay if needed student can use the following paragraph frame for the body paragraph.

Introduction

- Give a brief summary of the book
- Write a focus sentence to respond to the prompt.
- Use the paragraph frame in needed.

Paragraph 2

- There are two examples from Ben's story.
- The examples are supported by quotations from the text.

Paragraph 3

- There are two examples from Rose's story.
- The examples are supported by quotations from the text.

Conclusion

- Summarizes everything that came before it in the essay.

Students make use the paragraph frame below if needed:

One way the author develops this theme is through Ben's relationships. One example of how effective communication develops strong relationships is _____ . In the text it says, " _____ " (____). This shows that _____ . In addition, an example of how poor communication can harm relationships is _____ . For instance, in the text

Students will draft a permanent product containing the following:

- 1
 - Summary
 - Focus idea that responds to the prompt.
- 2
 - 2 examples from Ben's story.
 - Examples supported by quotations from the text.
- 3
 - 2 examples from Rose's story.
 - Examples supported by quotations from the text.
- 4
 - Summary

Students may use the paragraph frame below if needed:

One way the author develops this theme is through Ben's relationships. One example of how effective communication develops strong relationships is _____ . In the text it says, " _____ " (____). This shows that _____ . In addition, an example of how poor communication can harm relationships is _____ . For instance, in the text it says, " _____ "(____). This shows that _____ .

it says, “ _____”(____). This shows that _____.

Lesson Look-Fors

- Can students explain how the author develops the theme through Ben’s and Rose’s relationships?
- Can students provide evidence such as details and examples from both text?

- Can students explain how the author develops the theme through Ben and Rose’s relationships?
- Can students identify evidence such as details and examples from both texts?

Text(s)

Wonderstruck by Brian Selznick

Wonderstruck by Brian Selznick

Materials

Lesson Materials:

- The culminating writing task directions
- The culminating writing task rubric
- The culminating writing task planning handout
- [accountable talk](#)
- [teacher talk moves](#)

Possible Supports During the Lesson:

- [conversation stems](#)
- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/[Writing template](#)
- [Permanent Product/Writing rubric](#)
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- [Essential Elements Cards — Grades 3-5 Literature \(LC.RL.5.1b\)](#):
 - Read aloud texts
 - Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

DRAFT

Lesson Overview

Lesson Number

Lesson 37: Revising and editing the explanatory essay

Modified Lesson Overview

Description

In this lesson, students will demonstrate their understanding of how the author develops the theme in *Wonderstruck* by revise their writing and then engage in a peer editing conference.

In this lesson, students will demonstrate their understanding of how the author develops the theme in *Wonderstruck* by revising and editing their permanent product.

- LC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.
- LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

<p>Let's Express Our Understanding</p>	<p>Students will work quietly with a partner to make edits to each other's essay. Here is a list of editing marks to assist student with the task.</p>	<p>Students will edit and revise their permanent product for clarity and proper use of conventions.</p>
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> • Can students explain the each edit made to their partners essay? • Can students correctly edit a peers essay and give feedback? 	<ul style="list-style-type: none"> • Can students identify and revise errors in their work?
<p>Text(s)</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>	<p><i>Wonderstruck</i> by Brian Selznick</p>

Materials

Lesson Materials:

- The culminating writing task directions
- The culminating writing task rubric
- The culminating writing task planning handout
- Student essay draft
- [accountable talk](#)

Possible Supports During the Lesson:

- [conversation stems](#)
- Engage in [shared writing](#).
- Model using [student examples](#) or [mentor texts](#).
- Revise a portion of writing together focused on a specific skill.
- Consult the [ELA Guidebook](#) [Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

Additional Supports for SWSCDs:

- Original and adapted versions of *Wonderstruck*
- Permanent Product/[Writing template](#)
- [Permanent Product/Writing rubric](#)
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Summary graphic organizer
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- [Essential Elements Cards — Grades 3-5 Literature \(LC.RL.5.2a\)](#):
 - Story map graphic organizer
 - Blank storyboards
 - Pre-drawn storyboard to use for sorting
 - Picture representations describing the possible details of the specific story
 - Cloze notes with picture supports for text and students input
 - Highlighted text
 - Simplified text options
 - Errorless learning techniques

Section Overview

Section Number	Section 10	Section is Optional
Description	Wonderstruck	

DRAFT

Assessment

Students write an explanatory essay in response to the following question: Describe and explain your selected innovation.

Then present your findings to the class in a formal multimedia presentation, demonstrating the use of your innovation for communication (e.g., if you chose Internet, you should demonstrate how it can be used to collaborate with others, or if you chose sign language, you should demonstrate how to say something in sign language).

Culminating task connections:

Students have already finished writing the culminating task, however, students should understand that, like Ben and Rose experienced, effective communication is essential in everyday life, as well as, developing all types of relationships. Students may make that connection during their presentation portion of the extension task. Students come to this conclusion after conducting research on the history of an innovations in communication and its various evolutions over time produced by the following questions:

- How was it invented?
- How has it evolved and changed over time?
- How is it connected to or how did it lead to other communication innovations?

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing

Reading/Knowledge Look Fors:

- How well does the student explain the impact of their innovation has on the way people communicate in the world today ?
- How well does the student explain the history of their chosen communication innovation ?

Writing/ELA Skill Look Fors:

- How well does the student create and publish or present a final product that uses effective formatting, style, and citations to present ideas for specific audiences and purposes?
- How well does the student use visuals and graphics to develop and support ideas in explanations and presentations?

DRAFT

Section Length	6 lessons
Additional Supports for Diverse Learners (Optional)	The Supports Flow Chart 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 38: Locating relevant sources for a research project	Lesson is Optional
Description	In this lesson, students choose a research topic and review resources to locate sources to answer the research questions for the extension task	
Let's Express Our Understanding	<p>Students should silently and independently review resource and locate at least three sources that can use for the research project:</p> <ul style="list-style-type: none"> ● Relate to your topic ● Help you to answer the question in the extension task directions handout 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how each resource will be used to support the research topic ? ● student gather and record ideas, details, and evidence from various sources that are important for answering their questions or solving a problem? 	
Text(s)	No text	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The extension task student directions handout ● The extension task rubric scoring tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ●

- The extension task planning handout
- [teacher talk moves](#)

Lesson Overview

Lesson Number

Lesson 39: Summarizing information for sources

Lesson is Optional

Description

In this lesson, students will read the sources they located in the previous lesson, began to answer the research questions and take notes using a graphic organizer.

Let's Express Our Understanding

Students should silently and independently read the sources they located and summarize the information using the charts in the planning handout.

Lesson Look-Fors

- Can students explain how each quote supports the innovation?
- Can students locate, evaluate the usefulness of, and select relevant, accurate, and credible sources when conducting research?

Text(s)	No text	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The extension task student directions handout • The extension task rubric scoring tool • The extension task planning handout • accountable talk • conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> •

Lesson Overview		
Lesson Number	Lesson 40: Planning an explanatory essay	Lesson is Optional
Description	In this lesson, students will plan for writing the explanatory research essay and participate in a peer conference to receive feedback on their plan.	

<p>Let's Express Our Understanding</p>	<p>After sharing their planning handout and discussing their notes from the handout, the students should silently and independently make revisions to their planning handout based on the feedback received during the peer conference</p>	
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain how each quote supports the innovation? ● Can students revisit, refine, and revise understanding and knowledge based on research, discussions with others, and/or review and feedback by self and others.? 	
<p>Text(s)</p>	<p>No text</p>	
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The extension task student directions handout ● The extension task rubric scoring tool ● The extension task planning handout ● accountable talk ● conversation stems ● 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● evidence sentence starters ● Engage in shared writing. ● Model using student examples or mentor texts. ● Revise a portion of writing together focused on a specific skill. ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept.

Lesson Overview

Lesson Number	Lesson 41: Planning a multimedia presentation	Lesson is Optional
Description	In this lesson, students will analyze an exemplar presentation to understand the important elements of a multimedia presentation. Also, students will create a storyboard for their presentation.	
Let's Express Our Understanding	Students will work independently and use the storyboard and chart to plan their presentation.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students explain how the media elements help to develop the main idea?• Can students provide examples, evidence, descriptions, devices, techniques, visuals/graphics, and multimedia elements to develop arguments, analyses, explanations, narratives, and presentations?	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none">• Extension task student directions handout• The presentation rubric handout• The storyboard handout	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none">•

- Student draft research essay

Lesson Overview

Lesson Number	Lesson 42: Creating the multimedia presentation	Lesson is Optional
Description	In this lesson, students will use their story board, chart and Google slides to create their multimedia presentation.	
Let's Express Our Understanding	Students will review the rubric and compare the criteria to their presentation to determine if they need to finish or revise their presentation for homework.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the innovation of their choice affects communication? • Can students effectively use multimedia to develop and support ideas in explanations and presentations? 	
Text(s)	No Text	

Materials

Lesson Materials:

- Extension task student directions handout
- Presentation rubric handout
- Storyboard handout
- Final research essay

Possible Supports During the Lesson:

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Lesson Overview

Lesson Number	Lesson 43: Presenting the multimedia project	Lesson is Optional
Description	In this lesson, students will give a multimedia presentation to their peers to inform them on a form of communication. Also, students will receive feedback from their peers after their presentation , as well as, provide feedback to their peers after their presentations.	
Let's Express Our Understanding	Students will record each presenter's name in the left column of the peer feedback handout. Also, as they listen to each presentation, respond of the promoting questions in each column of the handout.	
Lesson Look-Fors	<ul style="list-style-type: none">• Can students clearly explain or communicate constructive feedback to a presenter?• Can students pay attention to and acknowledge others, thoughtfully considering their ideas?	
Text(s)	No text	

Materials

Lesson Materials:

- Extension task student directions handout
- Presentation rubric handout
- Final multimedia presentation materials
- Peer feedback handout
- [accountable talk](#)
- [conversation stems](#)

Possible Supports During the Lesson:

-