

Grade 3 – Because of Winn Dixie

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](#)

Grade 3, Unit 1 - *Because of Winn Dixie*

Unit Overview		
Grade	3	Modified Unit Overview
Guidebook Text	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i>
Unit Description	We will read <i>Because of Winn Dixie</i> by Kate DiCamillo and a series of related literary and informational texts to explore the question: What lessons can we learn through unexpected friendships? We will express our understanding through an essay that analyzes how changes in characters over time and explain how characters’ actions and speech move a story forward to demonstrate the theme.	Students with significant cognitive disabilities will have access to both the Use Use XYZ <i>Because of Winn Dixie</i> by Kate DiCamillo and a series of related literary and informational texts to explore the question: <i>What lessons can we learn through unexpected friendships?</i> We will express our understanding through a permanent product that analyzes how characters change over time and explain how characters’ actions and speech move a story forward to demonstrate the theme.
Essential Question	What lessons can we learn through unexpected friendships?	<i>What lessons can we learn through unexpected friendships?</i>
Culminating Task	<p>How do Opal and another character from <i>Because of Winn-Dixie</i> interact and change through the series of events in the novel? What central message or lesson can we learn by reading <i>Because of Winn-Dixie</i>?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Select two characters, Opal and one of your choice, from <i>Because of Winn-Dixie</i>. ● Describe how these characters interact with each other (e.g., They are friends, they are related, they do not get along, they help each other, etc.). 	<p>How do Opal and another character from <i>Because of Winn-Dixie</i> interact and change through the series of events in the novel? What central message or lesson can we learn by reading <i>Because of Winn-Dixie</i>?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Select two characters, Opal and one of your choice, from <i>Because of Winn-Dixie</i>. ● Identify how each character looks, thinks, and acts at the beginning of the novel. ● Identify how each character looks, thinks, and acts at the end of the novel.

- Identify how each character looks, thinks, and acts at the beginning of the novel.
- Identify how each character looks, thinks, and acts at the end of the novel.
- Describe any differences or changes from the beginning to the end.
- Identify how these changes teach us a lesson we can learn from reading *Because of Winn-Dixie*.

Write an essay that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because*, *since*, and *for example*.

- Describe any differences or changes from the beginning to the end.

Write a paragraph that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because*, *since*, and *for example*.

- [LC.RL.3.1a](#) Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
- [LC.RL.3.2c](#) Use information in the text to determine and explain a lesson learned by a character or theme within the story.
- [LC.RL.3.3a](#) Explain how characters' actions contribute to the sequence of events/plot.

Assessment Overview

Guidebook Assessment		Modified Assessment Overview
Culminating Writing Task	<p>Students write a multiparagraph essay in response to the prompt: How do Opal and another character from <i>Because of Winn-Dixie</i> interact and change through the series of events in the novel? What central message or lesson can we learn by reading <i>Because of Winn-Dixie</i>?</p>	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grade 3 writing rubric <p>How do Opal and another character from <i>Because of Winn-Dixie</i> interact and change through the series of events in the novel? What central message or lesson can we learn by reading <i>Because of Winn-Dixie</i>?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Select two characters, Opal and one of your choice, from <i>Because of Winn-Dixie</i>. ● Identify how each character looks, thinks, and acts at the beginning of the novel. ● Identify how each character looks, thinks, and acts at the end of the novel. ● Describe any differences or changes from the beginning to the end. <p>Write a paragraph that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like <i>because</i>, <i>since</i>, and <i>for example</i>.</p> <ul style="list-style-type: none"> ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.2c Use information in the text to determine and

			<p>explain a lesson learned by a character or theme within the story.</p> <ul style="list-style-type: none"> ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.
Cold-Read Task	Students read “My Life and Times, Autobiography of a Stray Cat” from Louisiana EAGLE. Then students answer a combination of questions.	<ul style="list-style-type: none"> ● Assessment ● Answer key ● Answer sheet ● Grade 3 writing rubric 	<i>This will be optional.</i>
Extension Task	Students read a related text, tracking their progress in a reading log or journal, and then complete a graphic organizer in preparation for a student-led literature circle discussion. Students write a summary of a text and create a poster to illustrate the summary.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Extension task discussion tracker ● Grade 3 writing rubric 	<i>This will be optional.</i>

Section Overview

Section Number	Section 1	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of Because of Winn Dixie
Assessment	<p>Students complete the H-chart for the store manager and the preacher. Provide details of each character, including their thoughts, words, actions, and feelings.</p> <p>Culminating task connections: Students demonstrate their understanding of the characters' thoughts, words, actions, and feelings. This prepares students to analyze how a character's actions and words reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to use details from the text to support their answer. 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 analyze the words, thoughts, and actions of the Opal and the preacher? ● How well do the students compare and contrast the words, thoughts, and actions of two different characters? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze how dialogue tags can reveal the mood of the character? ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	<p>Students create lists to describe the character traits of the store manager and the preacher. Provide details of each character, including their thoughts, words, actions, and feelings.</p> <p>Culminating task connections: Students demonstrate their understanding of the characters' thoughts, words, actions, and feelings. This prepares students to analyze how a character's actions and words reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to use details from the text to support their answer. 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 analyze the words, thoughts, and actions of the Opal and the preacher? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas?

Section Length	4 lessons		4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “The Lion and the Mouse” by Aesop ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ “A Story Within a Story” 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary <ul style="list-style-type: none"> ■ Vocabulary Task for “manager” ● Support for Meaning <ul style="list-style-type: none"> ■ Additional text-dependent questions for Lessons 1 and 2 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Because of Winn Dixie</i> ● Essential Element Cards - Grades 3 - 5 Literature ● Louisiana Connectors ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words)
	<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>		

Lesson Overview		
Lesson Number	Lesson 1	Modified Lesson Overview

Description	In this lesson, students begin reading <i>Because of Winn Dixie</i> and identify important vocabulary. Students also prepare to write by previewing the culminating task.		In this lesson, students begin reading <i>Because of Winn Dixie</i> and identify important vocabulary. Students also prepare to write by previewing the culminating task. <ul style="list-style-type: none"> ● LC.RF.3.4b Identify grade-level words with accuracy.
Let's Express Our Understanding	With your group, write a summary of chapters 1 and 2.		Write a summary of chapter 1 and 2.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students create a summary that includes main characters such as Opal, Winn Dixie, and the Preacher? ● Can students include in the summary how Opal found Winn Dixie and how she convinced her father to let her keep him? ● Can students provide evidence such as details and examples from the text in their summary? 		<ul style="list-style-type: none"> ● Can students create a summary that includes main characters such as Opal, Winn Dixie, and the Preacher? ● Can students provide evidence such as details and examples from the text in their summary?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Semantic Map handout ● Summarization Chart handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP connectors ● LC.RF.3.4b Identify grade-level words with accuracy. ● Highlighters

			<ul style="list-style-type: none"> ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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 2	Modified Lesson Overview
Description	In this lesson, students will practice reading with fluency. Students also identify how dialogue can move a story forward.	In this lesson, students will practice reading with fluency. <ul style="list-style-type: none"> ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when

		applicable) on successive readings.
Let's Express Our Understanding	<p>Answer the following questions in your reading log: Why is dialogue important to the story?</p> <ul style="list-style-type: none"> • How do dialogue tags help to describe the mood? • Use an example from your chart to support your thinking. 	<ul style="list-style-type: none"> • How do dialogue tags help to describe the mood?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the author chose "hollered" because Opal was probably excited? • Can students identify appropriate places to take long and short pauses while reading fluently aloud? 	<ul style="list-style-type: none"> • Can students identify appropriate places to take long and short pauses while reading fluently aloud?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Fluency Tracker handout • Dialogue Chart handout • Semantic Map handout • Reading log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>Because of Winn Dixie</i> • Conversation stems tool
	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Because of Winn Dixie</i> by Kate DiCamillo • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • LEAP connectors • LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. • Vocabulary words and student-friendly definitions <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) 	

			<ul style="list-style-type: none"> ○ 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	Modified Lesson Overview
Description	In this lesson, students will investigate shades of meaning among synonyms from the text <i>Because of Winn Dixie</i> . Students will also examine a character's point of view within the text, and identify how their point of view is the same or different.	<p>Students will examine a character's point of view within the text, and identify how their point of view is the same or different.</p> <ul style="list-style-type: none"> ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations

Let's Express Our Understanding	With your partner, complete the right side of the H-chart to include your point of view. Use details from the text and the class discussion to complete the chart.		With your partner, complete the right side of the Venn diagram to include your point of view. Use details from the text and the class discussion to complete the chart.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students make connections between their own point of view and Opal's point of view? ● Can students determine shades of meaning between synonyms? 		<ul style="list-style-type: none"> ● Can students make connections between their own point of view and Opal's point of view?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Semantic Map handout ● Shades of Meaning handout ● H-chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide <p style="text-align: center;">Section 1 Grade 3 Because of Winn Dixie</p> <ul style="list-style-type: none"> ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations ● Vocabulary words and student-friendly definitions ● ESsential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ 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 4	Modified Lesson Overview
Description	In this lesson, students first learn about character traits and then analyze Opal’s character traits. Students also compare and contrast the character traits of the preacher and the store manager.	<p>In this lesson, students first learn about character traits and then analyze Opal’s character traits. Students also compare and contrast the character traits of the preacher and the store manager.</p> <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations
Let’s Express Our Understanding	<ul style="list-style-type: none"> ● Complete the H-chart handout for the store manager and preacher. Provide details of each character, including their thoughts, words, actions, and feelings. 	<ul style="list-style-type: none"> ● Complete the Venn diagram handout for the store manager and preacher. List 3 details of each character, which can include their thoughts, words, actions, and

		feelings.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain why Opal's words, thoughts, and actions reveal about her character? • Can students provide evidence such as character traits and details from the text on their handouts? 	<ul style="list-style-type: none"> • Can students explain why Opal's words, thoughts, and actions reveal about her character? • Can students provide evidence such as character traits and details from the text on their handouts? 	
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sticky Notes • Character Analysis chart • Character Traits Resource handout • H-chart handout • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>Because of Winn Dixie</i> • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Because of Winn Dixie</i> by Kate DiCamillo • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide <p>Section 1 Grade 3 Because of Winn Dixie</p> <ul style="list-style-type: none"> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations • Essential Elements Cards—Grades 3-5 Literature <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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

			<ul style="list-style-type: none"> ○ 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	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i> "The Cricket in Times Square" by George Seldon
Assessment	<p>Students write a response to the question: "How do Mama Bellini's feelings toward Chester change in The Cricket in Times Square?"</p> <p>Culminating task connections: Students demonstrate their understanding of how characters can change over the course of a text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. 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 analyze the change in Mama 	<p>Students will create a list to respond to the following question: "How do Mama Bellini's feelings toward Chester change in "The Cricket in Times Square"?"</p> <p>Culminating task connections: Students demonstrate their understanding of how characters can change over the course of a text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p>

	<p>from the beginning of the text to the end?</p> <ul style="list-style-type: none"> How well does the student analyze the characters' actions and feelings? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	<ul style="list-style-type: none"> How well does the student analyze the change in Mama from the beginning of the text to the end? How well does the student analyze the characters' actions and feelings? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	
Section Length	3 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> None 	<p>During the Section:</p> <ul style="list-style-type: none"> None 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of <i>Because of Winn Dixie</i> Student Response Modes – ELA IEP Goals Assistive Technology Sentence stems/text evidence sentence starters English Language Arts Guidebook Reading Support Word lists (e.g., passage-specific words and high frequency words) Louisiana Connectors Essential Elements Cards—Grades 3-5 Literature
	<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>		

Lesson Overview

Lesson	Lesson 5	Modified Lesson Overview
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Number			
Description	<p>In this lesson, students will learn about character interactions. Students will also examine and discuss three different character interactions in <i>The Cricket in Times Square</i>.</p>		<p>In this lesson, students will learn about character interactions. Students will also examine and discuss two different character interactions in <i>The Cricket in Times Square</i>.</p> <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations. ● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
Let's Express Our Understanding	<p>Listen while I reread page 14 aloud. Answer the following question in your reading log: How do Papa and Mama interact with each other?</p> <ul style="list-style-type: none"> ● Discuss your answer with a partner. ● Use details from the text to support your thinking. 		<p>Listen while I reread page 14 aloud. Answer the following question in your reading log: How do Papa and Mama interact with each other?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why the author describes Papa as nice and he speaks in a quiet tone? ● Can students explain why even Mama doesn't argue with Papa once he has made up his mind? ● Can students provide evidence such as details and examples from the text during a partner discussion? 		<ul style="list-style-type: none"> ● Can students explain why the author describes Papa as nice and he speaks in a quiet tone? ● Can students explain why even Mama doesn't argue with Papa once he has made up his mind? ● Can students provide evidence such as details and examples from the text during a partner discussion?
Text(s)	<i>The Cricket in Times Square</i> by George Selden		<i>The Cricket in Times Square</i> by George Selden
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Cricket in Times Square</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Cricket in Times Square</i> by George Selden ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson

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| | | | <ul style="list-style-type: none">● Vocabulary words and student-friendly definitions essential for student understanding of key concepts● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Words, phrases, and sentences representing key events and interactions with characters |
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Lesson Overview

Lesson Overview			
Lesson Number	Lesson 6		Modified Lesson Overview
Description	In this lesson, students will examine how the interactions between Mama and Chester the cricket change Mama’s feelings toward Chester.		In this lesson, students will examine how the interactions between Mama and Chester the cricket change Mama’s feelings toward Chester. <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations. ● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
Let’s Express Our Understanding	Write down examples of how Mama might be changing on a sticky note. <ul style="list-style-type: none"> ● Review and discuss your sticky notes with your new partner. ● Sort your sticky notes on your colored paper. 		Write down examples of how Mama might be changing in your reading log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Mama’s feelings at the beginning of the story and Mama’s feelings later on? ● Can students provide evidence such as details and examples from the text on their sticky notes? 		<ul style="list-style-type: none"> ● Can students explain Mama’s feelings at the beginning of the story and Mama’s feelings later on? ● Can students provide evidence such as details and examples from the text?
Text(s)	<i>The Cricket in Times Square</i> by George Selden		<i>The Cricket in Times Square</i> by George Selden
Materials	Lesson Materials: <ul style="list-style-type: none"> ● 2 Different Color Sticky Notes ● Colored Paper ● Pens, pencils, or markers ● Reading Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of The Cricket in Times Square ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Cricket in Times Square</i> by George Selden ● Adapting Lesson Plans ● Diverse Learners Guide

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions essential for student understanding of key concepts● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Words, phrases, and sentences representing key events |
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			and interactions with characters
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Lesson Overview			
Lesson Number	Lesson 7		Modified Lesson Overview
Description	In this lesson, students will use the character analysis activities from Lesson 6 to write about Mama Bellini's changes in <i>The Cricket in Times Square</i> . Students will also be introduced to the Extension Task for this unit.		In this lesson, students will use the character analysis activities from Lesson 6 to write about Mama Bellini's changes in <i>The Cricket in Times Square</i> . <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations. ● LC.RL.3.3e Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
Let's Express Our Understanding	Answer the following question in your reading log: How do Mama Bellini's feelings toward Chester change in <i>The Cricket in Times Square</i> ?		Answer the following question in your reading log: How do Mama Bellini's feelings toward Chester change in <i>The Cricket in Times Square</i> ? Create a list of emotions from the beginning to the end.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Mama changes from someone who hates cricketers, to someone who actually likes Chester the cricket as a friend? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain Mama changes from someone who hates cricketers, to someone who actually likes Chester the cricket as a friend? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	<i>The Cricket in Times Square</i> by George Selden		<i>The Cricket in Times Square</i> by George Selden
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky Notes from the previous lesson ● Reading Log ● Extension Task handouts: 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>The Cricket in Times Square</i> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>The Cricket in Times Square</i> by George Selden ● Adapting Lesson Plans

	<ul style="list-style-type: none"> ○ Directions ○ Exemplar ○ Graphic Organizers ● Copies of your assigned or selected texts for the Extension Task ● Teacher Talk Moves 		<ul style="list-style-type: none"> ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations. ● LC.RL.3.3e Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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 ● Images, phrases, sentences representing key concepts covered in the lesson
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			<ul style="list-style-type: none"> • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Words, phrases, and sentences representing key events and interactions with characters
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Section Overview

Section Number	Section 3	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i>
Assessment	<p>Students write a response to the question: “Why do you think Kate DiCamillo titled this book <i>Because of Winn Dixie</i>?”</p> <ul style="list-style-type: none"> • Use evidence to support your thinking. • Write in complete sentences, using text evidence sentence starters. <p>Culminating task connections: Students demonstrate their understanding of the title of the text <i>Because of Winn Dixie</i>. This prepares students to analyze how and why Opal changes throughout the course of the text.</p> <p>Students also demonstrate their ability to develop a response 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 analyze the interactions and relationship between Opal and Winn Dixie? • How well does the student analyze how Opal’s relationship with other characters influences Opal’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p>	<p>Students will brainstorm a list of ideas to respond to the question: “Why do you think Kate DiCamillo titled this book <i>Because of Winn Dixie</i>?”</p> <ul style="list-style-type: none"> • Write in complete sentences, using text evidence sentence starters. <p>Culminating task connections: Students demonstrate their understanding of the title of the text <i>Because of Winn Dixie</i>. This prepares students to analyze how and why Opal changes throughout the course of the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the interactions and relationship between Opal and Winn Dixie? • How well does the student analyze how Opal’s relationship with other characters influences Opal’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze relationships among the details of a text and how they develop ideas?

	<ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	<ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	
Section Length	5 lessons	4 lessons (1 optional)	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “The Tortoise and the Hare” by Aesop ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ “What is Companionship?” 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 8, 9, 10, and 12 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● Sentence stems/text evidence sentence starters ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● LEAP Connectors ● Diverse Learner’s Guide <ul style="list-style-type: none"> ● Section 3 of Grade 3 Because of Winn Dixie ● Essential Elements Cards—Grades 3-5 Literature
	<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>		

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Lesson Overview

Lesson Number	Lesson 8		Modified Lesson Overview
Description	<p>In this lesson, students will use the “Say Something” strategy to read and examine Chapter 5 of <i>Because of Winn Dixie</i>. Students will also summarize their reading on a Somebody-Wanted-But-So-Then organizer.</p>		<p>In this lesson, students will use the “Say Something” strategy to read and examine Chapter 5 of <i>Because of Winn Dixie</i>. Students will also summarize their reading on a Somebody-Wanted-But-So-Then organizer.</p> <ul style="list-style-type: none"> ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Let’s Express Our Understanding	<ul style="list-style-type: none"> ● Complete the summarization chart handout for Chapter 5. Refer to your completed signposts handout to help you organize your thinking. 		<ul style="list-style-type: none"> ● Complete the summarization chart handout for Chapter 5.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their notes from their signposts handout to create a summary of chapter 5? ● Can students provide evidence such as details and examples from the text in their summary? 		<ul style="list-style-type: none"> ● Can students use their notes to create a summary of chapter 5? ● Can students provide evidence such as details and examples from the text in their summary?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● “Say Something” handout ● “Notice and Note” Strategy handout ● Signposts handout ● Summarization handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Because of Winn Dixie

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● LEAP Connectors● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Number	Lesson 9		Modified Lesson Overview
Description	<p>In this lesson, students will practice using the “Notice and Note” strategy as they partner read Chapter 6 of <i>Because of Winn Dixie</i>. Students will also analyze how Opal’s actions move the plot forward.</p>		<p>In this lesson, students will practice using the “Notice and Note” strategy as they partner read Chapter 6 of <i>Because of Winn Dixie</i>. Students will also analyze how Opal’s actions move the plot forward.</p> <ul style="list-style-type: none"> ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Let’s Express Our Understanding	<ul style="list-style-type: none"> ● Answer the following question in your reading log: How do the preacher’s actions move the plot of the text forward? 		<p>Answer the following question: How do the preacher’s actions move the plot of the text forward?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the preacher’s reaction when Winn Dixie catches the mouse moves the story forward? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain how the preacher’s reaction when Winn Dixie catches the mouse moves the story forward? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	<p><i>Because of Winn Dixie</i> by Kate DiCamillo</p>		<p><i>Because of Winn Dixie</i> by Kate DiCamillo</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Notice and Note Strategy handout ● 2 blank Signposts chart ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson

			<ul style="list-style-type: none">● LEAP Connectors● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview

Lesson Number	Lesson 10		Modified Lesson Overview
Description	In this lesson, students will read chapter 8 of <i>Because of Winn Dixie</i> . Students will also choose another character to analyze and create character posters to display around the classroom.		Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ Complete a group self-assessment. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how well the group worked together on their group self-assessment handout? ● Can students provide evidence such as details and examples from the text on their character poster? 		
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Markers, crayons, and miscellaneous art supplies ● A blank signposts handout ● Character chart on Opal ● A Blank Character Chart handout ● A Character Poster handout ● A Group Work Self-Assessment handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● choral reading or echo reading ● Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 11	Modified Lesson Overview
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Description	<p>In this lesson, students will engage in a “Chalk Talk” to prepare for a class discussion about Miss Franny’s actions and their contributions to the forward movement of the story.</p>		<p>In this lesson, students will engage in a “Chalk Talk” to prepare for a class discussion about Miss Franny’s actions.</p> <ul style="list-style-type: none"> ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. ● LC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer
Let’s Express Our Understanding	<p>Answer the following question in your reading log: How is Opal thinking and acting differently since she met Miss Franny?</p>		<p>Answer the following question in your reading log: How is Opal thinking and acting differently since she met Miss Franny?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Opal has made a friend in Miss Franny and she is less lonely in Naomi? Students should also understand that Opal is also gaining more confidence in her ability to meet new people. ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain that Opal has made a friend in Miss Franny and she is less lonely in Naomi? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	<p><i>Because of Winn Dixie</i> by Kate DiCamillo</p>		<p><i>Because of Winn Dixie</i> by Kate DiCamillo</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Markers ● Completed Literature Circle handout ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

			<ul style="list-style-type: none"> ● LC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 12	Modified Lesson Overview

Description	<p>In this lesson, students will review chapter 9 from <i>Because of Winn Dixie</i>, and learn how to support their thinking with text evidence.</p>	<p>In this lesson, students will review chapter 9 from <i>Because of Winn Dixie</i>, and learn how to support their thinking with text evidence.</p> <ul style="list-style-type: none"> ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. ● LC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer 	
Let's Express Our Understanding	<p>Answer the following question in your reading log: Why do you think Kate DiCamillo titled this book <i>Because of Winn Dixie</i>?</p> <ul style="list-style-type: none"> ● Use evidence to support your thinking. ● Write in complete sentences, using text evidence sentence starters. 	<p>Answer the following question in your reading log: Why do you think Kate DiCamillo titled this book <i>Because of Winn Dixie</i>?</p> <ul style="list-style-type: none"> ● Use evidence to support your thinking. ● Write in complete sentences, using text evidence sentence starters. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Kate DiCamillo titled this book <i>Because of Winn Dixie</i> because all of the events happen to Opal because of the dog, Winn Dixie? ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Can students explain why the book is titled <i>Because of Winn Dixie</i>? ● Can students provide details and examples from the text in their response? 	
Text(s)	<p><i>Because of Winn Dixie</i> by Kate DiCamillo</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Evidence Sentence Stems handout ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson

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| | | | <ul style="list-style-type: none">● Vocabulary words and student-friendly definitions essential for student understanding of key concepts● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.● LC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions |
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Section Overview

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i> <i>Owen and Mzee: A True Story of a Remarkable Friendship</i> by Isabella Hatkoff
Assessment	<p>Students will rewrite main events from the text <i>Owen and Mzee: A True Story of a Remarkable Friendship</i> by Isabella Hatkoff from different perspectives.</p> <p>Culminating task connections: Students demonstrate their understanding of the interactions and perspectives between two characters in <i>Owen and Mzee: A True Story of a Remarkable Friendship</i>. This prepares students to analyze how characters can impact and change one another.</p> <p>Students also demonstrate their ability to develop a response 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 analyze the interactions and relationship between Owen and Mzee? ● How well does the student analyze how Owen’s relationship with Mzee influence Owen’s actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student retell events in a text from a different perspective? ● How well does the student identify the main ideas, key details, and other features of a text and how they develop ideas? 	<p>Students will list main events from the text <i>Owen and Mzee: A True Story of a Remarkable Friendship</i> by Isabella Hatkoff from different perspectives.</p> <p>Culminating task connections: Students demonstrate their understanding of the interactions and perspectives between two characters in <i>Owen and Mzee: A True Story of a Remarkable Friendship</i>. This prepares students to analyze how characters can impact and change one another.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Owen and Mzee? ● How well does the student analyze how Owen’s relationship with Mzee influence Owen’s actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student retell events in a text from a different perspective? ● How well does the student identify the main ideas, key details, and other features of a text and how they develop ideas?

Section Length	8 lessons		7 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>Because of Winn Dixie</i> ● <i>Owen and Mzee: A True Story of a Remarkable Friendship</i> by Isabella Hatkoff ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● Sentence stems/text evidence sentence starters ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● LEAP Connectors ● Essential Elements Cards—Grades 3-5 Literature ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Because of Winn Dixie
	<ul style="list-style-type: none"> ● None 	<ul style="list-style-type: none"> ● None 	
<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>			

Lesson Overview		
Lesson Number	Lesson 13: Main idea and key details	Modified Lesson Overview
Description	In this lesson, students will read <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> , a nonfiction text about unlikely friends. Students will also practice identifying the main idea and key details	In this lesson, students will read <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> , a nonfiction text about unlikely friends. Students will also practice identifying the main idea and

	in the text.	key details in the text. <ul style="list-style-type: none"> ● LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
Let's Express Our Understanding	Complete the rest of your Focusing on the Text handout. Be sure to: <ul style="list-style-type: none"> ● Identify the main ideas. ● Include key details that build the main idea. ● Add your own thinking using the pictures and other text features. 	Complete the rest of your Focusing on the Text handout. Be sure to: <ul style="list-style-type: none"> ● Identify the main ideas. ● Include key details that build the main idea.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the main idea and key details for each section on their handout? ● Can students provide their own thinking and examples from the pictures and text features on their handout? 	<ul style="list-style-type: none"> ● Can students identify the main idea and key details for each section on their handout?
Text(s)	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A "Focusing on the Text" Main Idea Graphic Organizer handout ● Teacher Talk Moves Possible Supports During the Lesson: <ul style="list-style-type: none"> ● choral reading or echo reading ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.

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| | | | <ul style="list-style-type: none">● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Number	Lesson 14: Connecting ideas with linking words		Modified Lesson Overview
Description	In this lesson, students will examine linking words and phrases in the text <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> .		Task is Optional
Let's Express Our Understanding	Read the quotes displayed around the room. <ul style="list-style-type: none"> ● Identify a linking word or phrase. ● Identify which two ideas the word or phrase connects. ● Determine why this connection is important to the reader. Record your thoughts on the handout.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students connect ideas within a text using linking words? ● Can students provide evidence such as examples during a discussion? ● Can students explain why this connection is important to the reader? 		
Text(s)	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A Blank Fluency Tracker ● A Linking Words and Phrases handout ● Gallery Walk Quote Posters ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● <u>choral reading</u> or <u>echo reading</u> ● Conversation stems tool 	

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Lesson Overview

Lesson Overview		
Lesson Number	Lesson 15: How visuals contribute to a text and preparing for a jigsaw discussion	
Description	Task is Optional	
Let's Express Our Understanding	<p>Answer the following question by writing a paragraph in your reading log: How do images in a text contribute to my understanding of the text?</p> <ul style="list-style-type: none"> ● Use evidence to support your thinking. ● Write in complete sentences, using text evidence sentence starters. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the images help them to understand that story? ● Can students write a paragraph using complete sentences? 	
Text(s)	<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A Jigsaw Questions handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 16: Jigsaw expert groups and understanding main idea and key details	
Description	In this lesson, students will reread their assigned chapters from <i>Unlikely Friendships for Kids</i> for fluency. Students will also meet in their expert groups to identify the main idea and key details in the text.	Modified Lesson Overview In this lesson, students will reread their assigned chapters from <i>Unlikely Friendships for Kids</i> for fluency. Students will also work groups to identify the main idea and key details in the text. <ul style="list-style-type: none"> ● LC.RI.3.2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
Let's Express Our Understanding	Complete the main idea chart with your home group. <ul style="list-style-type: none"> ● Identify the key details from the text that support the main idea. ● Explain how each detail helps you determine the main idea. 	Complete the main idea chart with your group. <ul style="list-style-type: none"> ● Identify the key details from the text that support the main idea. ● Explain how each detail helps you determine the main idea.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the main idea and key details based on their assigned chapters? ● Can students explain how the information learned from the images to contribute to their overall understanding of the text? 	<ul style="list-style-type: none"> ● Can students identify the main idea and key details based on their assigned chapters?
Text(s)	<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A Blank Main Idea chart ● Completed Jigsaw Questions ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool
		Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland ● Adapting Lesson Plans

- [Student Response Modes](#) based off of specific exceptionalities
- [Diverse Learners Guide](#)
 - **Section 4 of Grade 3 Because of Winn Dixie**
- Images, phrases, sentences representing key concepts covered in the lesson
- [LC.RI.3.2a](#) Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (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

			<ul style="list-style-type: none"> Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview			
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Lesson Number	Modified Lesson Overview		
Lesson 17: Writing about a main idea and key details			
Description	In this lesson, students will work with their expert groups to compose a paragraph expressing the main idea and key details of their assigned chapters from <i>Unlikely Friendships for Kids</i> .	In this lesson, students will work within groups to compose a paragraph expressing the main idea and key details of their assigned chapters from <i>Unlikely Friendships for Kids</i> . <ul style="list-style-type: none"> LC.W.3.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). 	
Let's Express Our Understanding	Complete your paragraph frame handout with your home group. Publish your writing electronically. Be sure your electronic version includes: <ul style="list-style-type: none"> Linking words. Evidence sentence starters Appropriate spelling, grammar, capitalization and punctuation. 	Use a paragraph frame handout and evidence sentence starters with your group.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students use shared writing strategies to construct a paragraph using linking words and evidence starters? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students use shared writing strategies to construct a paragraph using linking words and evidence starters? Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland		<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Computer, laptop, or tablet with a word processor ● Completed Main Idea Chart handout ● A Blank Paragraph Frame handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LEAP connectors ● LC.W.3.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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
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			<ul style="list-style-type: none"> ○ 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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview

Lesson Number	Lesson 18: Sharing main ideas and key details with jigsaw home groups	Modified Lesson Overview
Description	In this lesson, students will meet with home groups to share the main idea and key details from their assigned chapters.	In this lesson, students will meet with home groups to share the main idea and key details from their assigned chapters. <ul style="list-style-type: none"> ● LC.RI.3.2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
Let's Express Our Understanding	Complete your jigsaw notetaker handout. Reread your recorded main idea for each chapter. Write one sentence that represents the main idea of the whole book from your discussions today.	Complete your jigsaw notetaker handout. Reread your recorded main idea for each chapter. Write one sentence that represents the main idea of the whole book from your discussions today.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the main idea from the group discussion in one sentence? ● Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> ● Can students explain the main idea from the group discussion in one sentence?
Text(s)	<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four Other</i>	<i>Unlikely Friendships for Kids: The Dog and the Piglet and Four</i>

	<i>True Stories of Animal Friendships</i> by Jennifer S. Holland	<i>Other True Stories of Animal Friendships</i> by Jennifer S. Holland
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Published Main Idea Paragraph ● A blank jigsaw notetaker handout <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● jigsaw ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Unlikely Friendships for Kids: The Dog and the Piglet and Four Other True Stories of Animal Friendships</i> by Jennifer S. Holland ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RI.3.2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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

			<ul style="list-style-type: none"> ○ 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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview

Lesson Number	Lesson 19: Exploring point of view	Modified Lesson Overview
Description	In this lesson, students begin to explore point of view by examining Owen and Mzee’s friendship from different perspectives.	In this lesson, students will identify main events in the story from Owen’s point of view. <ul style="list-style-type: none"> ● LC.RL.3.6a Identify narrator or character's point of view.
Let’s Express Our Understanding	Rewrite the main events of the text from Owen’s perspective with a partner. <ul style="list-style-type: none"> ● Use the pronouns I, me, and my to show the reader who is speaking. ● Include the most important details from the text. ● Add dialogue. ● Be sure to only use the events Owen was present for. 	Identify main events from the story from Owen’s point of view. <ul style="list-style-type: none"> ● Include the most important details from the text. ● Be sure to only use the events Owen was present for.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the main events in the text from Owen’s point of view? 	<ul style="list-style-type: none"> ● Can students explain the main events in the text from Owen’s point of view?

	<ul style="list-style-type: none"> ● Can students use quotation marks accurately when writing dialogue? ● Can students provide evidence such as details and examples from the text on their handout? 	<ul style="list-style-type: none"> ● Can students provide evidence such as details and examples from the text on their handout?
Text(s)	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● A blank copy of the Point of View handout ● Teacher Talk Moves <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● paired/partner reading ● choral reading ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RL.3.6a Identify narrator or character's point of view. ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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

			<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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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Lesson Overview

Lesson Number	Lesson 20: Composing a paragraph using shared writing		Modified Lesson Overview
Description	In this lesson, students will work with the teacher and each other to compose a paragraph written from Mzee's point of view.		In this lesson, students will work with the teacher and each other to compose a paragraph written from Mzee's point of view. <ul style="list-style-type: none"> ● LC.RL.3.6a Identify narrator or character's point of view.
Let's Express Our Understanding	Read your paragraph aloud to a different partner. Be sure your partner's writing: <ul style="list-style-type: none"> ● Has an introduction. ● Has a topic sentence. ● Has several body sentences. ● Has a conclusion. ● Is told from Mzee's point of view. 		Work with a partner to compose a paragraph written from Mzee's point of view.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students present a paragraph that is told from the point of view of Mzee? ● Can students present a paragraph that has an introduction, topic sentence, body sentences, and a conclusion? 		<ul style="list-style-type: none"> ● Can students present a paragraph that is told from the point of view of Mzee?
Text(s)	<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff		<i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Completed copy of the Point of View handout ● Reading Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

- **Section 4 of Grade 3 Because of Winn Dixie**
- Images, phrases, sentences representing key concepts covered in the lesson
- [LC.RL.3.6a](#) Identify narrator or character's point of view.
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (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
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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Section Overview

Section Number	Section 5	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i>
Assessment	<p>Students write a response to the question: “How does Gloria’s bottle tree help us to understand a theme of Because of Winn Dixie?”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between OPal and Gloria in Because of Winn Dixie. This prepares students to analyze how a secondary character impacts the development of Opal’s story.</p> <p>Students also demonstrate their ability to develop a response, 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 analyze the interactions and relationship between Opal and Gloria Dump? ● How well does the student analyze how Gloria’s bottle tree teaches Opal about forgiveness? <p>Writing/ELA Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student include key details and examples from the text in their response? ● How well does the student identify the theme of a text? 	<p>Students write a 3-5 response to the question: “How does Gloria’s bottle tree help us to understand a theme of <i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between OPal and Gloria in <i>Because of Winn Dixie</i>. This prepares students to analyze how a secondary character impacts the development of Opal’s story.</p> <p>Students also demonstrate their ability to develop a response, 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 analyze the interactions and relationship between Opal and Gloria Dump? ● How well does the student include key details and examples from the text in their response? <p>Writing/ELA Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the theme of a text? ● How well does the student analyze how Gloria’s bottle tree teaches Opal about forgiveness?
Section Length	3 lessons	3 lesson

Additional Supports for Diverse Learners	<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"> ■ “The Fox and the Stork” by Aesop ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ “What is a Community?” 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 21 and 22 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Because of Winn Dixie</i> ● Student Response Modes – ELA ● Sentence stems/Text evidence sentence starters ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● LEAP Connectors ● Essential Elements Cards—Grades 3-5 Literature
	<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>		

Lesson Overview		
Lesson Number	Lesson 21: Notice and note how characters contribute to the sequence of events	Modified Lesson Overview
Description	In this lesson, students will read chapters 13 and 14 of <i>Because of Winn Dixie</i> with a partner. Students will also complete a signposts handout, and discuss how characters’ actions contribute to the sequence of events in the chapters.	In this lesson, students will read chapters 13 and 14 of <i>Because of Winn Dixie</i> with a partner. Students will also complete a signposts handout, and discuss how characters’ actions contribute to the sequence of events in the chapters.

		<ul style="list-style-type: none"> ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot. 	
Let's Express Our Understanding	<p>Put these events in order on your handout.</p> <ul style="list-style-type: none"> ● Gloria offers advice on judging others. ● Gloria becomes friends with Opal and Winn Dixie. ● Gloria shows Opal her bottle tree of "ghosts". <p>Explain how each event moves the story forward.</p>	<p>Put these events in order on your handout.</p> <ul style="list-style-type: none"> ● Gloria offers advice on judging others. ● Gloria becomes friends with Opal and Winn Dixie. ● Gloria shows Opal her bottle tree of "ghosts". <p>Students will participate in a class discussion to discuss how each event moves the story forward.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how each of the given events moves the story forward? ● Can students place the events in chronological order? 	<ul style="list-style-type: none"> ● Can students place the events in chronological order? 	
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Notice and Note Strategy handout ● A Blank Notice and Note Chart handout ● A Plot Sequence handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● choral reading or echo reading ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot. ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board

			<ul style="list-style-type: none"> ○ Content delivered using multimedia (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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 22: Finding theme	Modified Lesson Overview
Description	In this lesson, students will discuss the theme of <i>Because of Winn Dixie</i> .	In this lesson, students will discuss the theme of <i>Because of Winn Dixie</i> . <ul style="list-style-type: none"> ● LC.RL.3.2a Identify the central message (theme),

		<p>lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <ul style="list-style-type: none"> ● LC.RL.3.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story. 	
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Answer the following question by writing a paragraph in your reading log: How does Gloria's bottle tree help us to understand a theme of <i>Because of Winn Dixie</i>? 	<ul style="list-style-type: none"> ● Students will write a response to the following question in their reading log: How does Gloria's bottle tree help us to understand a theme of <i>Because of Winn Dixie</i>? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the importance of Gloria's bottle tree and how it relates to the theme of forgiveness in the text? ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Can students explain the importance of Gloria's bottle tree? ● Can students provide evidence from the text in their response? 	
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Fluency tracker ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. ● LC.RL.3.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story.

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| | | | <ul style="list-style-type: none">● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Overview		
Lesson Number	Lesson 23: Practice Cold Read Task	
Description	In this lesson, students will complete a practice cold read task.	Modified Lesson Overview
Let's Express Our Understanding	You will have approximately 40 minutes to read "An Unusual Friendship" and answer questions 1-8.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students successfully complete the practice cold-read task by expressing their ability to read and understand a complex grade-level text? 	
Text(s)	"An Unusual Friendship"	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool

Section Overview

Section Number	Section 6	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie and Amos and Boris</i> by William Steig
Assessment	<p>Students write a response to the question: “How is the theme of Amos and Boris similar to the theme of Because of Winn Dixie?”</p> <p>Culminating task connections: Students demonstrate their understanding a similar theme in both <i>Amos and Boris</i>, and <i>Because of Winn Dixie</i> is unlikely friendships. This prepares students to analyze how two characters who seem very different can influence each others’ thought and actions.</p> <p>Students also demonstrate their ability to develop a response, 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 analyze the interactions and relationship between Amos and Boris? ● How well does the student analyze the similar themes of Amos and Boris and Because of Winn Dixie? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student include key details and examples from the text in their response? ● How well does the student identify the theme of a text? 	<p>Students write a 3-5 sentence response to the question: “How is the theme of Amos and Boris similar to the theme of <i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding a similar theme in both <i>Amos and Boris</i>, and <i>Because of Winn Dixie</i> is unlikely friendships. This prepares students to analyze how two characters who seem very different can influence each others’ thoughts and actions.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Amos and Boris? ● How well does the student analyze the similar themes of Amos and Boris and Because of Winn Dixie? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student include key details and examples from the text in their response? ● How well does the student identify the theme of a text?

Section Length	3 lessons		3 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● None 	<p>During the Section:</p> <ul style="list-style-type: none"> ○ None 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – ELA ● IEP Goals ● Sentence stems/Text evidence starters ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● LEAP Connectors ● Essential Elements Cards—Grades 3-5 Literature ● Diverse Learner’s Guide <ul style="list-style-type: none"> ○ Section 6 of Grade 3 Because of Winn Dixie
<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>			

Lesson Overview

Lesson Number	Lesson 24: Illustrations contribute to the meaning of a text		Modified Lesson Overview
Description	In this lesson, students will listen to a read-aloud of <i>Amos and Boris</i> by William Steig. Students will also explain how illustrations contribute to the meaning of a text.		In this lesson, students will listen to a read-aloud of <i>Amos and Boris</i> by William Steig. Students will also explain how illustrations contribute to the meaning of a text. <ul style="list-style-type: none"> ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. ● LC.RL.3.7a Support inferences, opinions, and conclusions using evidence from the text including illustrations.
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Answer the following question by writing a paragraph in your reading log: "How do the illustrations in Amos and Boris contribute to the meaning of the text?" 		<ul style="list-style-type: none"> ● Answer the following question in their reading log: "How do illustrations in Amos and Boris contribute to the meaning of the text?"
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the illustrations show the development of Amos and Boris's friendship? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain how the illustrations show the development of Amos and Boris's friendship? ● Can students provide evidence from the text in their response?
Text(s)	<i>Amos and Boris</i> by Caroline Cole		<i>Amos and Boris</i> by Caroline Cole
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A Blank Vocabulary Semantic Map handout ● Paragraph Frame handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>Amos and Boris</i> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Amos and Boris</i> by Caroline Cole ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 6 of Grade 3 Because of Winn Dixie

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.● LC.RL.3.7a Support inferences, opinions, and conclusions using evidence from the text including illustrations.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Number	Lesson 25: Gallery Walk for Amos and Boris		Modified Lesson Overview
Description	<p>In this lesson, students will answer text-dependent questions in a Gallery Walk, using the text <i>Amos and Boris</i>. Students will also compare the theme of <i>Amos and Boris</i> to the theme emerging in <i>Because of Winn Dixie</i>.</p>		<p>In this lesson, students will answer text-dependent questions in a Gallery Walk, using the text <i>Amos and Boris</i>. Students will also compare the theme of <i>Amos and Boris</i> to the theme emerging in <i>Because of Winn Dixie</i>.</p> <ul style="list-style-type: none"> ● LC.RI.3.9a Compare two or more texts on the same topic or by the same author.
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Answer the following question by writing a paragraph in your reading log: "How is the theme of Amos and Boris similar to the theme of Because of Winn Dixie?" 		<ul style="list-style-type: none"> ● Answer the following question by writing a 3-5 sentence response in your reading log: "How is the theme of Amos and Boris similar to the theme of Because of Winn Dixie?"
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that a theme in both stories is unlikely friendships? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain that a theme in both stories is unlikely friendships? ● Can students provide evidence from the text in their response?
Text(s)	<i>Amos and Boris</i> by Caroline Cole		<i>Amos and Boris</i> by Caroline Cole
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Amos and Boris</i> ● gallery walk ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Amos and Boris</i> by Caroline Cole ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 6 of Grade 3 Because of Winn

Dixie

- Images, phrases, sentences representing key concepts covered in the lesson
- [LC.RI.3.9a](#) Compare two or more texts on the same topic or by the same author.
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (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
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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Lesson Overview

Lesson Number	Lesson 26: Connecting characters' traits to actions in the text		Modified Lesson Overview
Description	<p>In this lesson, students reread excerpts from <i>Amos and Boris</i> for fluency. students will also connect characters' traits to their actions in the text.</p>		<p>In this lesson, students reread excerpts from <i>Amos and Boris</i> for fluency. students will also connect characters' traits to their actions in the text.</p> <ul style="list-style-type: none"> ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot. ● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Let's Express Our Understanding	<p>In your reading log, write an informative paragraph that: Describes how the characters' feelings, traits, and motivations cause the main events of the story to happen.</p> <ul style="list-style-type: none"> ● Includes details that connect to the theme. ● Uses evidence sentence frames. 		<p>In your reading log: Describe how the characters' feelings, traits, and motivations cause the main events of the story to happen.</p> <ul style="list-style-type: none"> ● Includes details that connect to the theme. ● Uses evidence sentence frames.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Amos's actions led him to meet Boris and therefore the development of their friendship? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain how Amos and Boris Boris began their friendship? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	<i>Amos and Boris</i> by Caroline Cole		<i>Amos and Boris</i> by Caroline Cole
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A Fluency Passage ● A Fluency Tracker ● A Blank Character Traits and Motivations Cause and Effect handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Amos and Boris</i> ● choral reading or echo reading ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Amos and Boris</i> by Caroline Cole ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities

	<ul style="list-style-type: none">● Teacher Talk Moves		<ul style="list-style-type: none">● Diverse Learners Guide<ul style="list-style-type: none">○ Section 6 of Grade 3 Because of Winn Dixie● Images, phrases, sentences representing key concepts covered in the lesson● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.● LC.RF.3.4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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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			<ul style="list-style-type: none"> Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Section Overview		
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Section Number	Section 7	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i>
Assessment	<p>Students write a response to the question: “How is the value of companionship and the message that friends come from unexpected places conveyed through <i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Opal creates friendships in <i>Because of Winn Dixie</i>. This prepares students to analyze how a secondary character impacts the development of Opal’s story.</p> <p>Students also demonstrate their ability to develop a response, 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 analyze the interactions and relationship between Opal and her companions? How well does the student analyze how Opal’s relationship with Winn Dixie influences Opal’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p>	<p>Students write a 3-5 sentence response to the question: “How is the value of companionship and the message that friends come from unexpected places conveyed through <i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Opal creates friendships in <i>Because of Winn Dixie</i>. This prepares students to analyze how a secondary character impacts the development of Opal’s story.</p> <p>Students also demonstrate their ability to develop a response, 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 analyze the interactions and relationship between Opal and her companions? How well does the student analyze how Opal’s relationship with Winn Dixie influences Opal’s thoughts and actions?

	<ul style="list-style-type: none"> • How well does the student include key details and examples from the text in their response? • How well does the student use complete sentences in their writing? 	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student include key details and examples from the text in their response? • How well does the student use complete sentences in their writing? 	
Section Length	5 lessons	5 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “Farewell to the Farm” by Robert Louis Stevenson 	<p>During the Section:</p> <ul style="list-style-type: none"> • Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary • Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 27, 28, 30, and 31 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Student Response Modes – ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage-specific words and high frequency words) • LEAP Connectors • Essential Elements Cards—Grades 3-5 Literature:
	<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>		

Lesson Overview

Lesson Number	Lesson 27: Character actions reveal traits		Modified Lesson Overview
Description	In this lesson, students will read and discuss chapters 15 and 16 of <i>Because of Winn Dixie</i> . Students will also discuss how characters' actions show their traits.		In this lesson, students will read and discuss chapters 15 and 16 of <i>Because of Winn Dixie</i> . Students will also discuss Opal's character traits.. <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.
Let's Express Our Understanding	Answer the following question by writing a paragraph in your reading log: "What did we learn about Opal's character in chapter 16?" <ul style="list-style-type: none"> ● Consider how Opal, Amanda, and Ms. Franny interact. ● Use details about Opal's actions to describe her character. 		Answer the following question by writing a 3-5 sentence response in your reading log: "What did we learn about Opal's character in chapter 16?" <ul style="list-style-type: none"> ● Consider how Opal, Amanda, and Ms. Franny interact. ● Use details about Opal's actions to describe one of her character traits.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that based on her interactions with other characters, Opal is a caring and concerned person? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students explain why one of Opal's character traits is being caring? ● Can students provide details from the text in their response?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A Blank Vocabulary Semantic Map handout ● A Blank Signposts handout ● Reading log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<ul style="list-style-type: none"> ● Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

- **Section 7 of Grade 3 Because of Winn Dixie**
- Images, phrases, sentences representing key concepts covered in the lesson
- [LC.RL.3.3b](#) Describe a character's traits in a story using details from the text and illustrations.
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (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
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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Lesson Overview

Lesson Overview		
Lesson Number	Lesson 28: “Say Something” about the value of companionship in Chapters 15-19	
Description	In this lesson, students will read chapter 19 with a partner using the say something strategy. Students will also participate in a class discussion about companionship in Chapters 15-19.	<p style="text-align: center;">Modified Lesson Overview</p> <p>In this lesson, students will read chapter 19. Students will also participate in a class discussion about companionship in Chapters 15-19.</p> <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.
Let’s Express Our Understanding	With your partner, complete the companionship notetaker handout for Chapters 15-19.	With your class, complete the companionship notetaker handout for Chapters 15-19.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how different characters display companionship in chapters 15-19? ● Can students provide evidence such as details and examples from the text on their handout? 	<ul style="list-style-type: none"> ● Can students explain how different characters display companionship in chapters 15-19? ● Can students provide evidence from the text on their handout?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A “Say Something” handout ● A Blank Companionship notetaker ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● shared writing ● Conversation stems tool
	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 7 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson 	

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| | | | <ul style="list-style-type: none">● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Overview		
Lesson Number	Lesson 29: Compose a response to reading using the RACER strategy	
Description	In this lesson, students will use their companionship notetaker handout to write a literary response paragraph using the RACER strategy.	<p style="text-align: center;">Modified Lesson Overview</p> <p>In this lesson, students will use their companionship notetaker handout to write a literary response paragraph using the RACER strategy.</p> <ul style="list-style-type: none"> ● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.
Let's Express Our Understanding	<p>Answer the following question in your reading log: "How is the value of companionship and the message that friends come from unexpected places conveyed through <i>Because of Winn Dixie</i>?"</p> <ul style="list-style-type: none"> ● Be sure to: Write in complete sentences, using your RACER handout to guide you. 	<p>Answer the following question in your reading log: "What is the central message conveyed through <i>Because of Winn Dixie</i>?"</p> <p>Be sure to: Write in complete sentences, using your RACER handout to guide you.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that when we go out of our way to do nice things for other people, we can find friends in unexpected places? ● Can students write in complete sentences while using their RACER organizer to formulate their response? 	<ul style="list-style-type: none"> ● Can students explain that doing nice things helps us make new friends? ● Can students write in complete sentences while using their RACER (or other type of graphic organizer)organizer to formulate their response?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Completed Companionship Notetaker handout ● A Blank RACER Strategy handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● shared writing ● Conversation stems tool
	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans 	

	<ul style="list-style-type: none">● Reading log		<ul style="list-style-type: none">● Student Response Modes based off of specific exceptionalities● Diverse Learners Guide<ul style="list-style-type: none">○ Section 7 of Grade 3 Because of Winn Dixie● Images, phrases, sentences representing key concepts covered in the lesson● LC.RL.3.3b Describe a character's traits in a story using details from the text and illustrations.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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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			<ul style="list-style-type: none"> Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview			
Lesson Number	Lesson 30: Identifying parts of speech in mentor sentences and writing a summary of reading		Modified Lesson Overview
Description	In this lesson, students will examine mentor sentences from <i>Because of Winn Dixie</i> to identify parts of speech. Students will also write a summary of chapters 20-22 using a summarization chart handout.		<p>Students will write a summary of chapters 20-22 using a summarization chart handout.</p> <ul style="list-style-type: none"> LC.RL.3.2b Use details to recount stories, including fables and folktales from diverse cultures. LC.L.3.1a Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences
Let's Express Our Understanding	Work with your partner to write a summary of Chapters 22-24. Use at least two compound sentences in your summary.		Write a summary of Chapters 22-24.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students summarize the advice Gloria gives to Opal about inviting people to her party? Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> Can students summarize the advice Gloria gives to Opal about inviting people to her party? Can students provide evidence from the text in their response?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	Lesson Materials: <ul style="list-style-type: none"> Sticky Notes A Blank Sentence 	Possible Supports During the Lesson: <ul style="list-style-type: none"> shared writing. 	Additional Materials/Supports for SWSCDs:

	<p>Frames handout</p> <ul style="list-style-type: none"> • A Blank Summarization Chart handout 	<ul style="list-style-type: none"> • Audio Recording of <i>Because of Winn Dixie</i> • Conversation stems tool 	<ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 7 of Grade 3 Because of Winn Dixie • Images, phrases, sentences representing key concepts covered in the lesson • LC.RL.3.2b Use details to recount stories, including fables and folktales from diverse cultures. • LC.L.3.1a Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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
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			<ul style="list-style-type: none">○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

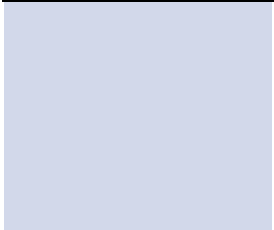
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Lesson Overview

Lesson Number	Lesson 31: Responding to text-dependent questions		Modified Lesson Overview
Description	In this lesson, students will work in small groups to compose responses to a variety of questions about chapters 20-26 of <i>Because of Winn Dixie</i> .		<p>In this lesson, students will work in small groups to compose responses to a variety of questions about chapters 20-26 of <i>Because of Winn Dixie</i>.</p> <ul style="list-style-type: none"> ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.
Let's Express Our Understanding	Share your group's question and your best answer. Listen as your classmates share their questions and responses. Take notes for each question on the <i>Because of Winn Dixie</i> text-dependent questions notetaker handout.		Share your group's question and your best answer. Listen as your classmates share their questions and responses. Take notes for each question on the <i>Because of Winn Dixie</i> text-dependent questions notetaker handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students work together to answer the assigned questions? ● Can students listen to their groupmates, and present their own answer to the question? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students work together to answer the assigned questions? ● Can students provide evidence from the text in their response?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● A blank four-corners chart ● A blank text-dependent questions notetaker ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans

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| | | | <ul style="list-style-type: none">● Student Response Modes based off of specific exceptionalities● Diverse Learners Guide<ul style="list-style-type: none">○ Section 7 of Grade 3 Because of Winn Dixie● Images, phrases, sentences representing key concepts covered in the lesson● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.● LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (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 |
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			provide access to content and facilitate responding
	<ul style="list-style-type: none">• Vocabulary words and student-friendly definitions essential for student understanding of key concepts		



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Section Overview

Section Number	Section 8	Modified Section Overview
Description	Because of Winn Dixie	Original and adapted versions of <i>Because of Winn Dixie</i>
Assessment	<p>Students write a response to the questions: “How do Opal and another character change throughout the story <i>Because of Winn Dixie</i>? What central message can we learn by reading “<i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Because of Winn Dixie</i> and their understanding of the central message.</p> <p>Students also demonstrate their ability to develop a response, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Opal and another character? ● How well does the student identify the central message in <i>Because of Winn Dixie</i>? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student revise their writing based on peer feedback? 	<p>Students write a 3-5 sentence response to the questions: “How do Opal and another character of your choice change throughout the story <i>Because of Winn Dixie</i>? Students will create a list of changes that they notice within the characters throughout the story. What central message can we learn by reading “<i>Because of Winn Dixie</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding of the interactions between two characters (Opal and one character of their choice) in <i>Because of Winn Dixie</i> and their understanding of the central message.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Opal and another character? ● How well does the student identify the central message in <i>Because of Winn Dixie</i>? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student revise their writing based on feedback?

Section Length	4 lessons	4 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from “Hurricanes” by NASA ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ Compare and Contrast 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ○ Support for Meaning <ul style="list-style-type: none"> ■ Additional text-dependent questions for Lesson 27 	<p>Additional Supports for SWSCDs: Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Sentence stems/Text evidence sentence starters ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● LEAP Connectors ● Essential Elements Cards—Grades 3-5 Literature:
	<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>		

Lesson Overview

Lesson Number	Lesson 32: Brainstorming for the culminating writing task		Modified Lesson Overview
Description	In this lesson, students will read through the Culminating Writing Task Directions. Students will also brainstorm their answers by examining their character notes from this unit.		In this lesson, students will read through the Culminating Writing Task Directions. Students will also brainstorm their answers by examining their character notes from this unit. <ul style="list-style-type: none"> ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).
Let's Express Our Understanding	How do Opal and another character change throughout the story <i>Because of Winn Dixie</i> ? What central message can we learn by reading <i>Because of Winn Dixie</i> ? Write a conclusion sentence at the bottom of your brainstorming handout.		How do Opal and another character change throughout the story <i>Because of Winn Dixie</i> ? Write a conclusion sentence at the bottom of your brainstorming handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students accurately sum up their thinking with a conclusion statement? ● Can students write a conclusion sentence using a conclusion sentence starter? 		<ul style="list-style-type: none"> ● Can students accurately sum up their thinking with a conclusion statement? ● Can students write a conclusion sentence using a conclusion sentence starter?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A highlighter ● Culminating Writing Task Directions handout ● Culminating Writing 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo

	<p>Task Rubric Scoring Tool</p> <ul style="list-style-type: none"> • Completed Character Analysis Chart handout • Completed Companionship Notetaker handout • A Brainstorming Chart handout 		<ul style="list-style-type: none"> • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 8 of Grade 3 Because of Winn Dixie • Images, phrases, sentences representing key concepts covered in the lesson. • LEAP Connectors • LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader). • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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
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			<p>provide access to content and facilitate responding</p> <ul style="list-style-type: none"> • Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview

Lesson Number	Lesson 33: Writing a first draft of the culminating writing task	Modified Lesson Overview
Description	In this lesson, students will draft the first draft of their essays using their brainstorming graphic organizer as a guide.	In this lesson, students will draft the first draft of their paragraph using their brainstorming graphic organizer as a guide. <ul style="list-style-type: none"> • LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).
Let's Express Our Understanding	<p>Draft your expository essay on notebook paper.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Write in complete sentences. • Start a new paragraph for each new idea. 	<p>Draft your expository paragraph on notebook paper.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Write in complete sentences.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students draft complete sentences using the ideas on their brainstorming chart? • Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> • Can students draft complete sentences using the ideas on their brainstorming chart? • Can students provide evidence from the text in their response?
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Because of Winn Dixie</i> by Kate DiCamillo

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Notebook Paper ● Culminating Writing Task Directions handout ● Culminating Writing Task Rubric Scoring Tool ● A Completed Brainstorming Chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 8 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LEAP connectors ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader). ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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
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			<ul style="list-style-type: none"> ○ 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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview

Lesson Number	Lesson 34: Revising expository essays	Modified Lesson Overview
Description	In this lesson, students will revise their expository essays for the Culminating Writing Task.	In this lesson, students will revise their expository paragraphs for the Culminating Writing Task. <ul style="list-style-type: none"> ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).
Let's Express Our Understanding	Revise your essay: <ul style="list-style-type: none"> ● Add any missing parts. ● Use your partner's feedback to help you revise. 	Revise your writing: <ul style="list-style-type: none"> ● Add any missing parts. ● Use your teacher's feedback to help you revise.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students revise their partner's essay while giving meaningful feedback? 	<ul style="list-style-type: none"> ● Can students revise their writing? ● Can students make revisions to their writing based on teacher feedback?

	<ul style="list-style-type: none"> • Can students make revisions to their essay based on their partner’s feedback? 		
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		<i>Because of Winn Dixie</i> by Kate DiCamillo
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sticky Notes • 3 Different Colored Markers • First Draft of Essay • Completed Brainstorming Graphic Organizer • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>Because of Winn Dixie</i> • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 8 of Grade 3 Because of Winn Dixie • Images, phrases, sentences representing key concepts covered in the lesson • LEAP connectors • LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader). • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (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

			<ul style="list-style-type: none"> ○ 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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Lesson Overview

Lesson Number	Lesson 35: Editing and publishing expository essays	Modified Lesson Overview
Description	In this lesson, students will complete the process for the Culminating Writing Task.	In this lesson, students will complete the process for the Culminating Writing Task. <ul style="list-style-type: none"> ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).
Let's Express Our Understanding	Write your final draft. Be sure to: <ul style="list-style-type: none"> ● Use your partner's editing feedback. ● Include all the parts of an expository essay. 	Write your final draft. Be sure to: <ul style="list-style-type: none"> ● Include all the parts of an expository essay.

	<ul style="list-style-type: none"> ● Use grade-appropriate grammar and language. 	<ul style="list-style-type: none"> ● Use grade-appropriate grammar and language. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their partner’s editing feedback to write their final draft? ● Can students write a coherent final draft using correct grammar, and appropriate language? 	<ul style="list-style-type: none"> ● Can students write a coherent final draft using correct grammar, and appropriate language? 	
Text(s)	<i>Because of Winn Dixie</i> by Kate DiCamillo		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised First Draft ● Final Draft Paper ● Culminating Writing Task Directions ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Because of Winn Dixie</i> ● ELA Guidebook Grammar Guide. ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Because of Winn Dixie</i> by Kate DiCamillo ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 8 of Grade 3 Because of Winn Dixie ● Images, phrases, sentences representing key concepts covered in the lesson ● LEAP connectors ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader). ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text

			<ul style="list-style-type: none"> ○ 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 ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	Because of Winn Dixie	Section is Optional
Assessment	<p>Students assess their ability to read, understand, and express their understanding of a complex grade-level text.</p> <p>Culminating task connections:</p>	

	<p>Students also demonstrate their ability to reiterate their understandings of the readings.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student read, understand, and express their understanding of a complex grade-level text? • How well does the student analyze relationships among the details of a text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student respond to questions to demonstrate understanding of text and topics? • How well does the student use details from the text to demonstrate their understanding? 		
Section Length	2 lessons	0 lesson	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • None 	<p>During the Section:</p> <ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> •
	<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>		

Lesson Overview		
Lesson Number	Lesson 36: Cold-Read Task, Part 1	Modified Lesson Overview

Description	In this lesson, students read a new text to demonstrate their ability to read, understand and express understanding of the text.	Task is Optional
Let's Express Our Understanding	You will have approximately 40 minutes to read the text and answer questions 1-7.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand and express understanding of complex text? 	
Text(s)	<i>"My Life and Times: Autobiography of a Stray Cat"</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> Cold-read task items Cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 37: Cold-Read Task, Part 2	Modified Lesson Overview
Description	In this lesson, students read a new text to demonstrate their ability to read, understand and express understanding of the text through an essay task.	Task is Optional

Let's Express Our Understanding	You will have approximately 40 minutes to reread the text and answer question 8.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students express their understanding through writing an essay? • Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>"My Life and Times: Autobiography of a Stray Cat"</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Cold-read task items • Partially Completed Cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Allowed Resources • Necessary accommodations

Section Overview		
Section Number	Section 10	Modified Section Overview
Description	Because of Winn Dixie	Optional
Assessment	With your group, create a poster that includes the following information about your book: <ul style="list-style-type: none"> • Title and author 	

	<ul style="list-style-type: none"> ● Important characters ● Setting ● Problem ● Solution ● Theme <p>Culminating task connections: Students demonstrate their understanding of their assigned text by creating a poster with their group.</p> <p>Students also demonstrate their ability to work together to create a poster about their assigned text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the characters, setting, problem, solution, and theme of a text? ● How well does the students include details from the text in their poster? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the students present to classmates and listen to classmates? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 		
Section Length	3 lessons	0 lessons	
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> ● None 	During the Section: <ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ●
	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 Overview		
Lesson Number	Lesson 38: Literature circles to discuss independent reading	
Description	In this lesson, students will meet with literature circles to discuss their independent reading and prepare for a group presentation of their assigned text.	Task is Optional.
Let's Express Our Understanding	<p>In your reading log, write a summary of your independent reading book.</p> <p>In your summary include:</p> <ul style="list-style-type: none"> ● Title and author ● Important characters ● Setting ● Problem ● Solution ● Theme 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use the information gained in their literature circle discussion to write a summary of their independent reading book? ● Can students listen to their groupmates, and present their own answer to the question? ● Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	Literature Circles Independent Reading Texts	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Highlighter ● Extension Task 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● none

	<p>Directions</p> <ul style="list-style-type: none"> • Completed Literature Circles Handouts from the unit • A blank literature circles handout • Assigned independent reading text • Reading Log 		

Lesson Overview

Lesson Number	Lesson 39: Creating independent reading posters	Modified Lesson Overview
Description	In this lesson, students will work with their literature circle groups to compose a paragraph. Students will also create a poster in preparation for a group presentation of their assigned text.	Task is Optional.
Let's Express Our Understanding	<p>With your group, create a poster that includes the following information about your book:</p> <ul style="list-style-type: none"> • Title and author • Important characters • Setting • Problem • Solution • Theme 	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students work together to produce a poster about their assigned text? • Can students listen to their groupmates, and present their own thoughts? • Can students provide evidence such as details and examples from the text on their poster? 		
Text(s)	Literature Circles Independent Reading Texts		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Poster Paper and Drawing Materials • Extension Task directions • Completed Literature Circles handouts from throughout the unit • Paragraph from Lesson 38 • Assigned independent reading text • A Blank Extension Task Poster Components handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • none 	

Lesson Overview		
Lesson Number	Lesson 40: Present independent reading posters	Modified Lesson Overview
Description	In this lesson, students will work with their literature circle groups to compose a paragraph and create a poster in preparation for a group presentation of their assigned text.	Task is optional

Let's Express Our Understanding	Listen as your classmates present their posters. Complete the Presentation Handout during the presentations.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students use appropriate speaking voices while presenting their posters? • Can students listen attentively while other groups present their posters? 	
Text(s)	Literature Circles Independent Reading Texts	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Completed Poster • A Blank Presentation handout 	<ul style="list-style-type: none"> • Possible Supports During the Lesson:

Guidance for Accessing and Adapting Grade-Level Text

Purpose

The *SWSCD Companion Resources for the ELA Guidebooks* promote the goal of providing meaningful opportunities for students with significant cognitive disabilities (SWSCD) to comprehend and learn aligned, grade-level content and skills while promoting participation in inclusive education settings. This document presents guidance for educators on the purpose, creation, and use of adapted texts to be used along with the Companion Resources.

To support literacy instruction of SWSCD, educators will use grade-level texts in their original form and will differentiate instruction by using adapted text. Adapted text, a term which refers to any text that is changed from its original print format, promotes text accessibility and comprehension for SWSCD based on individual needs. While a text may be augmented or modified to make grade-level text accessible to students who have a wide range of reading ability, it is important to retain enough of the original text characteristics necessary to address student learning expectations.

Educators must provide opportunities for SWSCD to interact with the original text to ensure language development and comprehension.

There are multiple ways to present original text to SWSCD such as:

- **Read Aloud:** The teacher “simply” reads the text aloud which taps into students’ listening comprehension level which may surpass their independent reading comprehension level; this allows for students to engage with texts that they might not be able to read on their own.
- **Interactive Read Aloud:** The teacher orally reads a text to the class, while asking corresponding, thought-provoking discussion questions throughout the reading of the book; the teacher also models comprehension strategies (e.g., text-to-self connections) and pauses for conversation in a whole group or in small student groups.
- **Partner Read:** A partner (e.g., same grade-level peer) reads the text aloud to an individual student or a small group of students.
- **Re-reading:** The teacher reads (more than once) sections of the text which contain text-based evidence to support students’ ability to answer comprehension questions.
- **Audio Books:** The teacher provides commercially available audio books, physical media (e.g., Compact Discs), and digital media (e.g., webpages, online books).

Note that these same presentation modes may be used with adapted text as well.

Educators must also employ adapted text, along with the additional scaffolds and supports as necessary, to ensure student access and opportunity to meet grade-level learning expectations. Finding and creating “just right” adapted texts is best accomplished in partnership with general education teachers.

Educators facilitate access and use of text through adaptations tailored to the individual needs of the student. Several strategies can be utilized to present the text in a different 1) visual manner (e.g., enlarged text, chunking the text, adding pictures); 2) auditory manner (e.g., audio book); and/or 3) simplified manner (e.g., abridged version, text/chapter summaries). When adapting text, educators ensure the content is sufficient (i.e., breadth,

depth, complexity) for a student to respond to questions in the lesson and complete the culminating tasks. Note the student's communication system determines the type of augmentation strategies needed to adapt a text. Suggestions for adapting a text are:

- **Including pictures and or objects:**
 - add simple pictures at the beginning of each chapter section or summary
 - add picture symbols paired with key words in the text
 - add/attach objects paired with key words or ideas in the text
 - consider if the images are age appropriate and relevant and if they require inferencing (a comprehension skill) to interpret meaning
- **Shortening text:**
 - reduce the amount of text, but retain the essence of the text
 - omit pages or paragraphs; for example, if the student is working on characterization or setting, ensure the remaining text includes enough detail to understand the literary elements
- **Rewriting text as a summary:** (Note: A summary of text is very different than shortening text. A summary is a brief statement that presents the main points in a concise form. It may not have the details needed for all literary/comprehension skill instruction.)
 - summarize the text into brief sections (e.g. chapter summaries)
 - summarize the text and use some picture/symbol support
 - add a repeated story line that emphasizes a main idea or key concept of the text
- **Using a predictable structure:** (e.g., younger children include a repeated story line in the same place such as at the bottom of every page; older students might have the main idea in the first sentence of the first paragraph and add signal words)
- **Reducing Lexile level:** The *Lexile*® *Framework for Reading* measure represents the student's reading level on a developmental scale of reading ability (<https://lexile.com/>). Reducing the Lexile level of a passage might assist students who are introduced to grade-level content.

Resources

Below, you will find an additional set of resources for finding and adapting text.

- American Printing House for the Blind <https://www.aph.org/>
- Cast UDL Book Builder has Public Library Books that includes some good adaptations for books. Educators could adapt the books or chapters of the books using the Create and Edit My Books feature. <http://bookbuilder.cast.org/>
- Group activity for Adapting Text. https://www.ieccwa.org/uploads/IECC2017/HANDOUTS/KEY_14022688/LiteracyPresentationSlidesPart3.pdf
- Modules Addressing Special Education and Teacher Education (MAST) Facilitator's Guide Students with Significant Cognitive Disabilities: Story-Based Lessons to be used in conjunction with the above PPT. http://mast.ecu.edu/modules/ssid_sbl/lib/documents/FG-Lee-Story%20Based%20Lessons-2012-04-02.pdf
- Story-Based Lessons for SWSCD to support inclusion in a literacy activity http://mast.ecu.edu/modules/ssid_sbl/lib/documents/PPT-Lee-Story%20Based%20Lessons.pdf
- Text Project has Literature Word Pictures for five books. It provides an example of how images can be used to support vocabulary acquisition. <http://textproject.org/classroom-materials/textproject-word-pictures/literature-words/>
- <https://goalbookapp.com/toolkit/v/strategy/adapted-text>

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- Hudson, M.E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *TEACHING Exceptional Children*, Vol. 45, No. 3, pp. 14-23.
- Karvonen, M., Flowers, C., & Wakeman, S. Y. (2013). Factors associated with access to the general curriculum for students with intellectual disability. *Current Issues in Education*, 16(3). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1309>
- Orlando, A., & Rupp, A. (2016). Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication (Document No.IC-16). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/> (Includes an extensive list of *References* related to use of augmentative/alternate communication (AAC) and literacy instruction.