

Grade 3, Unit 3 - *The Louisiana Purchase*

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



The Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities were created 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 these students to participate in an inclusive and least restrictive environment. This DRAFT version of the Companion Resources is being made available for Teacher Leader Summit training purposes only; the full set of Companion Resources will be made available prior to the start of AY 2020-2021.

Grade 3, Unit 3 - The Louisiana Purchase

Unit Overview		
Grade	Third	Modified Unit Overview
Guidebook Text	<i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i>	Original and adapted versions of <i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i>
Unit Description	By the end of this unit, we will read texts about the Louisiana Purchase and tall tales to understand the characteristics of American pioneers, the events leading up to the acquisition of the Louisiana Territory, and the results of those events.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i> to explore the question: <i>What can we learn about the American West by studying the Louisiana Purchase and tall tales?</i> To address this question, students will create a permanent product to support a claim that one specific event contributed to the US acquiring the Louisiana Territory.
Essential Question	<i>What can we learn about the American West by studying the Louisiana Purchase and tall tales?</i>	<i>What can we learn about the American West by studying the Louisiana Purchase and tall tales?</i>
Culminating Task	<p>Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.</p> <p>Write an essay in which you explain information clearly. Introduce the three events and develop your description with facts and details. Be sure to use words that signal sequence and cause/effect relationships, like because, since, first, then, after, finally, also, another, and use proper grammar, conventions, and spelling.</p>	<p>Create a permanent product to support a claim about how a specific event contributed to the US acquiring the Louisiana Territory. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Create a timeline by matching pictures with events and putting them in order ● Highlight three major events in the timeline ● Describe each event, including explaining what led to the event and the result of the event ● Explain the connection between the results of the event and the acquisition of the Louisiana Territory ● Describe in detail one specific event and explain how it led to the Louisiana Purchase.

		<p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use words that signal sequence and cause/effect relationships, like because, since, first, then, after, finally, also, another, and communicate clearly.</p> <p>Identify information learned from illustrations and information learned from the words in an informational text. (LC.RI.3.7b)</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).(LC.RI.3.7c)</p>
Sections & Lessons	<i>11 sections, 43 lessons total</i>	*fill in after lessons/sections are looked at

Assessment Overview

Assessment Overview		
Guidebook Assessment	Modified Assessment Overview	
Culminating Writing Task	<p>Students write a multiparagraph essay in response to the prompt: Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.</p>	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grade 3 writing rubric
Cold-Read Task	<p>Students read “Vikings & European Explorers: Ferdinand Magellan.” Then</p>	<ul style="list-style-type: none"> ● Assessment ● Answer key
		<p>Create a permanent product to support a claim that one specific event contributed to the US acquiring the Louisiana Territory. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Create a timeline by matching pictures with events and putting them in order ● Highlight three major events in the timeline ● Describe each event, including explaining what led to the event and the result of the event ● Explain the connection between the results of the event and the acquisition of the Louisiana Territory ● Describe in detail one specific event and explain how it led to the Louisiana Purchase. <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use words that signal sequence and cause/effect relationships, like because, since, first, then, after, finally, also, another, and communicate clearly.</p> <ul style="list-style-type: none"> ● Identify information learned from illustrations and information learned from the words in an informational text. (LC.RI.3.7b) ● Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (LC.RI.3.7c)
		<p><i>This will be optional.</i></p>

	students answer a combination of questions.	<ul style="list-style-type: none">● Answer sheet● Grade 3 writing rubric	
Extension Task	Students write a narrative from Seaman's point of view based on an entry from <i>How We Crossed the West: The Adventures of Lewis and Clark</i> .	<ul style="list-style-type: none">● Extension task directions● Exemplar student response● Narrative writing rubric	<i>This will be optional.</i>

Section Overview

Section Number	Modified Section Overview	
1		
Description	The Happy Wanderer	Original and adapted versions of The Happy Wanderer
Assessment	<p>Students write a response to the question: “How do the details develop a central message of the poem [‘The Happy Wanderer’]?”</p> <p>Culminating task connections: Students demonstrate their understanding of why people wander and explore in preparation for reading multiple texts about the significance of the Louisiana Purchase. This prepares students to understand the motivations that Jefferson had for expanding the United States.</p> <p>Students also demonstrate their ability to restate the prompt, develop a response, and use supporting details from the text to support their idea.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand the positive impacts of wandering and exploring? ● How well do students use key details from a text to determine the central message? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students read fluently to comprehend grade-level literary texts? ● How well do students respond to questions to demonstrate understanding of texts and topics? ● How well do students gather and record details and evidence from the text? 	<p>Students write a response that identifies details from stanzas at the beginning, middle, and end of the poem (“The Happy Wanderer) that supports the central message.</p> <p>Culminating task connections: Students demonstrate their understanding of why people wander and explore to support and prepare them to make connections to other texts about the importance of the Louisiana Purchase. This prepares students to identify why President Jefferson was motivated to expand the United States.</p> <p>Students also demonstrate their ability to develop a response using supporting details from the text to support a central message or idea.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand positive outcomes, experiences, or feelings that a person may experience as a result of wandering and exploring new places? ● How well do students understand use key details from the poem (The Happy Wanderer) to support an identified central message. <p>Writing/ELA Skill Look Fors:</p>

		<ul style="list-style-type: none"> ● How well do students answer questions to demonstrate understanding of a topic or central message presented in a text? ● How well do students organize related details and evidence presented in a text? 	
Section Length	2 lessons	1 lesson (1 optional)	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills <ul style="list-style-type: none"> ○ Use related supports from the Supports Flow Chart ● Support for Reading Fluency <ul style="list-style-type: none"> ○ “The Happy Wanderer” 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Use sentences stems and answer frames ● Support for Meaning <ul style="list-style-type: none"> ○ Application : Direct students to use the word or phrase in new contexts. For example: <ol style="list-style-type: none"> a. Ask students to answer questions about the text that require them to use the word or phrase. b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>The Happy Wanderer</i> ● <u>Louisiana Connectors</u> ● Essential Element Cards - <u>Grades 3 - 5 Literature</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

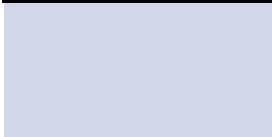
Lesson Overview			
Lesson Number	Lesson 1: Introduction		Modified Lesson Overview
Description	In this lesson, students will read "The Happy Wanderer" to introduce the unit. Students will also consider what motivates the speaker to "go a-wandering," define vocabulary in context, and practice reading fluently.		<p>In this lesson, students will read "The Happy Wanderer" by Frank Weir and as needed, an adapted version to introduce the unit.</p> <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. Describe a character's traits in a story using details from the text and illustrations. (LC.RL.3.3a)
Let's Express Our Understanding	Answer the following question in your reading log: "What is the speaker's attitude toward wandering?"		Answer the following question: "What is the speaker's attitude toward wandering?"
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can the student explain the narrator's feelings about wandering? ● Can students explain how the words and phrases the author chose help to convey the author's meaning of the text? ● Can the students explain the meaning of the word stanza? 		<ul style="list-style-type: none"> ● Can the student explain the narrator's feelings about wandering? ● Can students match words and phrases that the author chose to help to convey the author's meaning of the text? ● Can the students identify the meaning of the word stanza?
Text(s)	"The Happy Wanderer" by Frank Weir		"The Happy Wanderer" by Frank Weir
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Wander Vocab handout ● Reading Log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Video and audio recording of "The Happy Wanderer" ● Group role cards 	<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 Happy Wanderer"</i> ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide

(optional)

- [Choral Reading/Echo Reading](#)
- Sentence frames

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 3-5 Literature \(LC.RL.3.7a\)](#):
 - 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
- essential for student understanding of key concepts
- *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).* [\(LC.RI.3.7c\)](#)
- *Explain how characters' actions contribute to the*

			<p><i>sequence of events/plot. Describe a character's traits in a story using details from the text and illustrations.</i></p> <p><u>(LC.RL.3.3.a)</u></p>
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		



Lesson Overview

Lesson Number	Lesson 2 : The Happy Wanderer		Modified Lesson Overview
Description	In this lesson, students will reread “The Happy Wanderer” to further understand how details in the poem reveal the author’s attitude toward wandering. Students will also determine the central message of the poem.		Task is optional
Let’s Express Our Understanding	Answer the following question in your reading log: “How do the details develop a central message of the poem?”		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the central message of “The Happy Wanderer” is that wandering is joyous? ● Can students provide evidence such as details and examples from the poem to support their response? 		
Text(s)	“The Happy Wanderer” by Frank Weir		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Fluency Tracker handout ● Reading Log ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Video and audio recording of “The Happy Wanderer” ● Conversation stems tool ● Student friendly definitions 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview			
Section Number	Section 2		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Let's share what we've learned by completing a Gallery Walk. As you read each card, record interesting facts about different explorers in your reading log.</p> <p>Culminating task connections: This prepares students to write a multi-paragraph essay by researching questions and writing down important facts.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students gather and record facts and evidence from various sources? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● Can students participate in shared research? ● Can students present and record information in sentences that are grammatically correct? 	<p>Let's share what we've learned by completing a Gallery Walk. As you read each card, record interesting facts about different explorers in your reading log.</p> <p>Culminating task connections: This prepares students to write a multi-paragraph essay by researching questions and writing down important facts.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students gather and record facts and evidence from various sources? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● Can students participate in shared research? ● Can students present and record information in sentences that are grammatically correct? 	
Section Length	3		2 lessons (1 optional)
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills <ul style="list-style-type: none"> ○ Use related supports from the Supports Flow Chart 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Use sentences stems and answer frames ● Support for Meaning <ul style="list-style-type: none"> ○ Application : Direct students 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage-specific words and high frequency words)

		<p>to use the word or phrase in new contexts. For example:</p> <ol style="list-style-type: none"> a. Ask students to answer questions about the text that require them to use the word or phrase. b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning 	<ul style="list-style-type: none"> ● Louisiana Connectors ● Let's Set the Context! Videos: "What is the Louisiana Purchase?" ● Let's Set the Context Video: "Timeline of the Louisiana Territory"
	<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 3 : Research an Explorer	Modified Lesson Overview
Description	In this lesson, students will be selecting an explorer from a class generated list and reading a variety of texts to create trading cards that demonstrate their new knowledge of the explorer.	<p>In this lesson, students will be given an explorer from a class generated list and reading texts selected by the teacher to create trading cards that demonstrate their new knowledge of the explorer.</p> <ul style="list-style-type: none"> ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)
Let's Express Our Understanding	Review your answers on your research questions handout. With your highlighter, identify the most interesting fact you learned	With help as needed help highlight and identify the most interesting fact you learned about your explorer.

	about your explorer.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can read texts about their explorer, looking for information that answers each research question? ● Can students answer each question in their own words? ● Can students cite the source in the correct format as explained on the slide? 		<ul style="list-style-type: none"> ● Can students listen to texts read aloud about their explorer, read or listen for information that answers each research question? ● Can students answer each question using words from a word bank? ● Can students cite the source in the correct format as explained on the slide?
Text(s)	Various print and digital resources on explorers		<i>Digital resources on explorer.</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Highlighters ● Research question handout ● Teacher Talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● <u>shared writing</u> 	<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 Happy Wanderer"</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

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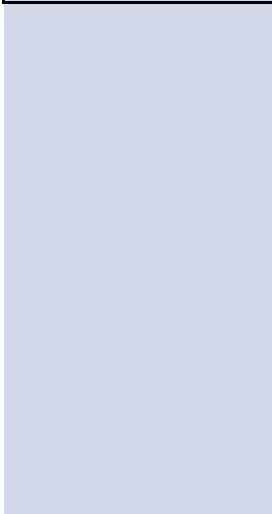
Lesson Overview

Lesson Number	Lesson 4: Finish Researching		Modified Lesson Overview
Description	In this lesson, students will continue their research on an explorer in preparation to create their trading cards. Students will also present to a classmate using their trading cards.		Task is optional
Let's Express Our Understanding	Teach your partner about your explorer.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students present information about their explorer to the partner? ● Can students use conversation stems in their partner discussion? 		
Text(s)	Various print and digital resources		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Research question handout 	<ul style="list-style-type: none"> ● Conversation stems tool 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 5: Explorer Trading Cards		Modified Lesson Overview
Description	In this lesson, students will have a gallery walk using their research created trading cards. Students will also learn how to organize and synthesize research.		<p>In this lesson, students will have a gallery walk using their research created trading cards. Students will also learn how to organize and synthesize research.</p> <ul style="list-style-type: none"> ● Sort evidence collected from print and/or digital sources into provided categories. (LC.W.3.8g) ● Locate important points on a single topic from two informational texts or sources. (LC.W.3.8d) ● Identify key details in an informational text. (LC.W.3.8e)
Let's Express Our Understanding	Let's share what we've learned by completing a Gallery Walk. As you read each card, record interesting facts about different explorers in your reading log.		Let's share what we've learned by completing a Gallery Walk. As you read each card, record interesting facts about different explorers in your reading log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students create a trading card that explains their explorer's accomplishments in detail? ● Can students record important facts from the gallery walk? ● Can students present and record information in sentences that are grammatically correct? 		<ul style="list-style-type: none"> ● Can students create a trading card that explains their explorer's accomplishments in detail? ● With assistance, can students match important facts from the gallery walk? ● Can students choose sentences that are grammatically correct?
Text(s)	None		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Explorer trading card template ● Colored markers ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Develop a checklist with the criteria you expect for trading cards 	<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 Happy Wanderer"</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

			<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 ● Sort evidence collected from print and/or digital sources into provided categories. (LC.W.3.8g) ● Locate important points on a single topic from two informational texts or sources. (LC.W.3.8d) ● Identify key details in an informational text. (LC.W.3.8e) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		



Section Overview

Section Number	3	Modified Section Overview
Description	Louisiana Purchase	
Assessment	<p>Culminating task connections: Students will write a paragraph explaining the importance of the Port of New Orleans. This prepares students to analyze why the Louisiana Purchase was done.</p> <p>Students also demonstrate their ability to compare and contrast between two or more groups. This prepares students to write a multi paragraph essay that details three main events that led to the Louisiana Purchase.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand the importance of the Mississippi River? ● How well can students explain the reason that the settlers, Spain, and Napoleon wanted access to the Port of New Orleans. <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students identify similarities and differences between details that support in understanding the main idea ● Can students identify characteristics of different groups of people and the motivations for their actions? <p>Students will write a paragraph explaining why the settlers, Spain, and Napoleon all want access to the Port of New Orleans.</p>	<p>Culminating task connections: Students will list the importance of the Port of New Orleans.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand the importance of the Mississippi River? ● How well can students explain the reason that the settlers and Napoleon wanted access to the Port of New Orleans. <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students identify similarities and differences between details that support in understanding the main idea ● Can students identify characteristics of different groups of people and the motivations for their actions?
Section Length	3	3 lessons (2 optional)

<p>Additional Supports for Diverse Learners</p>	<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 <i>Lewis and Clark and Me: A Dog's Tale</i> ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <ul style="list-style-type: none"> ■ "What was the Louisiana Purchase" 	<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 ○ Vocabulary Task for "pioneers" ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ "Because of this gift, the United States could not grow bigger." ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <ul style="list-style-type: none"> ■ "The Port of New Orleans" ● Support for Structure <ul style="list-style-type: none"> ○ Lesson 6 Discussion ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text 	<p>Additional Supports for SWSCDs:</p> <p>Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Let's Set the Context video <ul style="list-style-type: none"> ○ "What was the Louisiana Purchase" ● Let's Set the Context video <ul style="list-style-type: none"> ○ "The Port of New Orleans" ● Diverse Learner's Guide <ul style="list-style-type: none"> ● Section 3 of Grade 3 Louisiana Purchase <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ settlers ○ nation ○ territory ○ route ○ flatboats ○ Port ○ pioneers
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dependent
question
Lessons 6 and
7

- treaty
- pelts
- revolution
- democracy
- ruthless

● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).

- “Because of this gift, the United States could not grow bigger.”
- “At times, it took weeks or even months to get a letter from another part of the country.”
- “They were not willing to go to war because some settlers had trouble shipping their goods.”

Support for Structure

- With Lesson 6, ask students to examine the organization of the section. Ask the following questions:
 - What is the title of this section?
 - After reading the section, how is the section title related to the information in the section?
 - Look at the “What Would You Do?” box at the end of the section. How will the information in the section help you answer this question?

- Look at the map on page 4. What does this map tell you about the size of America and the size of the Louisiana Purchase?
- Look through the other pictures in this section. How do the pictures help you understand the information in the section?

Support for Meaning

- With Lesson 6, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
 - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
 - **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).

Scenario Three: Students select a wrong portion of the text. Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

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

Lesson Overview

Lesson Number	Lesson 6: A Nation Waiting to Grow		Modified Lesson Overview
Description	<p>In this lesson, students will read “A Nation Waiting to Grow” to learn about life in America prior to the Louisiana Purchase. Students will also learn how and why many Americans wanted to expand the borders of America, including the importance of the Port of New Orleans.</p>		<p>In this lesson, students will listen to the teacher read aloud “A Nation Waiting to Grow” to learn about life in America prior to the Louisiana Purchase.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)
Let’s Express Our Understanding	<p>“Just like Americans in 1800, you are going to have to make a decision. If you would decide to go west, despite the risks, go stand in the corner labeled <i>Going West</i>. If you do not want to take the risk, and you think your family should stay put, go stand in the corner labeled <i>Staying Put</i>.”</p> <ul style="list-style-type: none"> ○ Students will make a decision and choose a corner. ○ Students must use story to find evidence to support their decision. 		<p>“Just like Americans in 1800, you are going to have to make a decision. If you would decide to go west, despite the risks, go stand in the corner labeled <i>Going West</i>. If you do not want to take the risk, and you think your family should stay put, go stand in the corner labeled <i>Staying Put</i>.”</p> <ul style="list-style-type: none"> ○ Students will make a decision and choose a corner. ○ Students identify evidence pulled from the story to support their decision
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what Americans valued before the Louisiana Purchase? ● Can students make a decision between <i>Going West</i> and <i>Staying Put</i> and support their opinion with evidence? 		<ul style="list-style-type: none"> ● Can students explain what Americans valued before the Louisiana Purchase? ● Can students make a decision between <i>Going West</i> and <i>Staying Put</i> and support their opinion with evidence pulled from the story?
Text(s)	<p>“A Nation Waiting to Grow” from <i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau.</p>		<p>“A Nation Waiting to Grow” from <i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau.</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Signs for 2 corners labeled “Going West”, 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 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 “A Nation Waiting to Grow”</i>

	<p>“Staying Put”, and “Undecided”</p> <ul style="list-style-type: none"> ● Reading Log ● Teacher Talk moves 	<ul style="list-style-type: none"> ● Accountable talk tool ● Choral reading/echo reading 	<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 3 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. ((LC.RI.3.1b)) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (LC.RI.3.1a). ● Sequence events that unfold naturally ● Words, phrases, and sentences representing key events and interactions with characters (LC.W.3.3b) ● Vocabulary words and student-friendly definitions
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Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

Lesson Overview

Lesson Number	Lesson 7: Settlers Move West” and “Many Stay in America		Modified Lesson Overview
Description	In this lesson, students will read “Settlers Move West” and “Many Stay in America” to learn why settlers chose to move west or to stay in what was considered America at the time, and some of the benefits for each choice. Students will also meet Napoleon and learn of his motivations.		Task is optional
Let’s Express Our Understanding	Write a paragraph explaining why the settlers, Spain, and Napoleon all want access to the Port of New Orleans. Use your notes from reading, as well as your discussion, to write the paragraph. Students will also work collaboratively to summarize an informational text, define vocabulary in context, and write a paragraph.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why the settlers, Spain, and Napoleon all want access to the Port of New Orleans? ● Can students use their notes from reading, as well as their discussion, to write a well organized paragraph? 		
Text(s)	<i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log handout ● Short Paragraph handout ● Group Assessment ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool ● choral reading or echo reading 	

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

Lesson Number	Lesson 8: Compare and Contrast Settlers		Modified Lesson Overview
Description	In this lesson, students will reread “Settlers Move West” and “Many Stay in America” and analyze the text for words which signal relationships. Students will also compare and contrast the settlers and explain how details support the development of a main idea of the two chapters.		Task is optional
Let’s Express Our Understanding	What are the characteristics of Americans who moved west compared to the characteristics of those who stayed in America? With your partner, complete the H-chart handout to record your thinking.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the characteristics of each group and record their thinking on the H-chart handout? ● Can students explain similarities such as they wanted to take care of their families and wanted the government to do the right thing? ● Can students explain that for settlers that moved West they opened new businesses, started large new farms and were brave to take the risks? 		
Text(s)	<i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● H - chart handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● paired/partner reading ● choral reading or echo reading ● Conversation stems tool ● shared writing 	

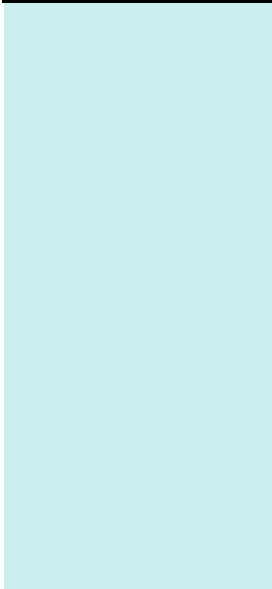
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>
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Section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

Section Number	4		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Students will use their thinking to write a compare and contrast paragraph about Jefferson and Napoleon. Depending on the needs of the class, this lesson can be differentiated to accommodate students who are ready to write an essay.</p> <p>Culminating task connections: Students also demonstrate their ability to develop a response and cite evidence in writing. This prepares students to write a multi paragraph essay with three important events, using evidence.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students identify similarities and differences between two historical figures? ● How well can students identify main ideas and the key details that support the main idea? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students write a compare/contrast paragraph that cites relevant evidence? 		<p>Culminating task connections: Students will demonstrate their knowledge of Jefferson and Napoleon's deal.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well can students express their understanding of the similarities and differences between both leaders? ● How well can students explain the main idea and details? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students express their understanding through writing?
Section Length	4		4 lessons (2 optional)
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Use related supports 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching 	<p>Additional Supports for SWSCDs: Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology

	<p>from the Supports Flow Chart.</p> <ul style="list-style-type: none"> ● Support for Reading Fluency ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “valuable,” “territory,” “disappointed,” “Spaniards,” “Jefferson.” ● Engage students with the fluency task in the appendix. ● Use related supports from the Supports Flow Chart. 	<p>Vocabulary</p> <ul style="list-style-type: none"> ○ Vocabulary Task for “territory, treaty, revolution, democracy” ○ Focusing on text ● Support for Structure <ul style="list-style-type: none"> ○ Paragraph frame w/elaborations ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lesson 9 ○ Main idea model sentences Lesson 11 	<ul style="list-style-type: none"> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Louisiana Purchase ● Support for Language ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. ● empire ● treaty ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. ● “Before long, he would want more land.” ● Support for Meaning ● With Lesson 9, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. ● Scenario One: Students select a correct portion of the text. Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question. ● Scenario Two: Students select a correct portion of the
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			<p>text, but they can't answer the question. Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).</p> <ul style="list-style-type: none">● Scenario Three: Students select a wrong portion of the text. Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.
<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 9: Spain Accepts France's Deal		Modified Lesson Overview
Description	In this lesson, students will learn about Napoleon's need for power and Thomas Jefferson's desire to grow the United States. Students will also practice identifying the main idea, key details, and text features.		Task is optional
Let's Express Our Understanding	Re-read the section "Spain Accepts France's Deal" with your group. Complete the Focusing on the Texts handout to record your thinking as you read.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Spain made a deal to trade land with Spain in Italy in order to gain land in America? ● Can students explain that a key detail that supports the main idea is this deal upset Thomas Jefferson because he was afraid of Napoleon having too much power? ● Can students explain that the text features show an old map created by Spain of New Orleans? 		
Text(s)	<i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Reading Log ● Focusing on Text handout ● Semantic Map handout ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Choral/Echo Reading ● Conversation stems tool 	
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Lesson Overview

Lesson Number	Lesson 10: Comparing and Contrasting Napoleon and Thomas Jefferson		Modified Lesson Overview
Description	In this lesson, students will identify characteristics of Napoleon and Thomas Jefferson. Students will also practice describing the similarities and differences between two people, using evidence from the text.		Task is optional
Let's Express Our Understanding	How are Napoleon and Thomas Jefferson alike? How are Napoleon and Thomas Jefferson different?		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify similarities and differences between Jefferson and Napoleon? ● Can students use evidence from the text on their handout? 		
Text(s)	"Spain Accepts France's Deal" from the <i>Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log ● Focusing on Text handout ● Evidence Comparison Chart ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Conversation stems tool ● Accountable talk strategy 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Number	Lesson 11: Writing a compare and contrast paragraph		Modified Lesson Overview
Description	<p>In the lesson, students will use their thinking to write a compare and contrast paragraph about Jefferson and Napoleon. Depending on the needs of the class, this lesson can be differentiated to accommodate students who are ready to write an essay.</p>		<p>In the lesson, students will use their thinking to write a compare and contrast paragraph about Jefferson and Napoleon. Depending on the needs of the class, this lesson can be differentiated to accommodate students who are ready to write an essay.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b)
Let's Express Our Understanding	<p>Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. Be sure your paragraph includes:</p> <ul style="list-style-type: none"> ● A main idea statement ● Supporting details from the text ● Words that signal compare and contrast relationships 		<p>Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. Be sure your paragraph includes:</p> <ul style="list-style-type: none"> ● A main idea statement ● Supporting details from the text ● Words that signal compare and contrast relationships
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify similarities and differences between Jefferson and Bonaparte? ● Can students write a main idea statement, that summarizes the key ideas of the text, using the Main Idea Frame? 		<ul style="list-style-type: none"> ● Can students identify at least one similarity and difference between Jefferson and Bonaparte? ● With assistance/accommodations as needed, can students write a main idea statement, that summarizes the key ideas of the text, using the Main Idea Frame?
Text(s)	<p><i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Completed Evidence comparison chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p>

	<ul style="list-style-type: none"> ● Paragraph frame handout 		<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “The Louisiana Purchase: Would you Close the Deal?”</i> ● 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 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 12: Revise and publish a final draft		Modified Lesson Overview
Description	<p>In this lesson, students will publish an essay on the similarities and differences of Thomas Jefferson and Napoleon.</p> <p>Students will also learn how to edit a piece of writing to enhance the supporting details.</p>		<p>In this lesson, students will publish an essay on the similarities and differences of Thomas Jefferson and Napoleon.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Use temporal words and phrases to signal event order. (LC.W.3.2d)
Let's Express Our Understanding	<p>Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. Be sure your paragraph includes:</p> <ul style="list-style-type: none"> ● A main idea statement ● Supporting details from the text ● Words that signal compare and contrast relationships 		<p>Write a paragraph comparing and contrasting the characteristics of Napoleon and Thomas Jefferson. Be sure your paragraph includes:</p> <ul style="list-style-type: none"> ● A main idea statement ● Supporting details from the text ● Words that signal compare and contrast relationships
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify similarities and differences between Jefferson and Bonaparte? ● Can students write a main idea statement, that summarizes the key ideas of the text, using the Main Idea Frame? 		<ul style="list-style-type: none"> ● Can students identify at least one similarity and difference between Jefferson and Bonaparte? ● With assistance/accommodation, as needed, can students write a main idea statement, that summarizes the key ideas of the text, using the Main Idea Frame?
Text(s)	<p><i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Markers ● highlighter ● Completed paragraph frame handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● WriteAlong mini lessons ● 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 Louisiana Purchase: Would you Close the Deal?"</i> ● Adapting Lesson Plans

			<ul style="list-style-type: none"> ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide-Additional Supports for Diverse Learners <ul style="list-style-type: none"> ● Section 4 of Grade 3 Louisiana Purchase ● Section ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview		
Section Number	5	Modified Section Overview
Description	Louisiana Purchase	
Assessment	<p>Students will write a summary paragraph about whether Robert Livingston was the best candidate for negotiation with Napoleon.</p> <p>Culminating task connections: Students demonstrate their understanding of the reasons Livingston was chosen to negotiate with Napoleon, as one of the main events leading to the Louisiana Purchase.</p> <p>Students also demonstrate their ability to identify characteristics of important figures in the Louisiana Purchase. This prepares students to write a multi paragraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well do students understand the positive and negative aspects of Robert Livingston as the negotiator of the Louisiana Purchase? • How well do students identify character traits of various historical figures? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well can students make a claim and provide text evidence to support their claim? 	<p>Culminating task connections: Students will demonstrate their knowledge of important characteristics of the Louisiana Purchase.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well do students understand the importance of various historical figures? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well can students make a claim?
Section Length	4	4 lessons (1 optional)

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● None 	<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 ○ Vocabulary Task for “at stake, perspective” ○ Support for Structure ○ Opinion sentence frame ○ Thinking Hats guiding questions ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lesson 16 	<p>Additional Supports for SWSCDs: Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Let’s Set the Context video <ul style="list-style-type: none"> ○ “What was the Louisiana Purchase”
<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: Identifying character traits of historical figures		Modified Lesson Overview
Description	In this lesson, students will begin to identify characteristics of Robert Livingston that helped him in his negotiations with Napoleon.		Task is Optional
Let's Express Our Understanding	Students will participate in a 2-Corners Discussion answering the question: "What would you do if you were Robert Livingston trying to talk to Napoleon in France?"		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Livingston was determined to talk to Napoleon even though he didn't speak French and he was hard of hearing? ● Can select one of the labeled corners based on their feelings about what they would do if they were Robert Livingston? ● Can students support their thinking with evidence from the text? 		
Text(s)	Robert Livingston Goes to France" from <i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Signs for 2 corners labeled "Try and Talk to Joseph", "Prepare for War", and "Undecided" ● Highlighters or sticky notes ● Character traits evidence chart ● Reading Log handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

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

Lesson Number	Lesson 14: Jefferson Tries to Make a Deal		Modified Lesson Overview
Description	<p>In this lesson, students will continue to read about Robert Livingston’s trip to France and participate in a Hot Seat Discussion about the choice Thomas Jefferson has to make. Students will also write an opinion response about Jefferson’s choice based on evidence in the text.</p>		<p>In this lesson, students will hear about (teacher read aloud) Robert Livingston’s trip to France. Students will also write (with assistance) an opinion response about Jefferson’s choice based on evidence in the text.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. ((LC.RL.3.1b)) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)
Let’s Express Our Understanding	<p>In your reading log, reflect on your discussion.</p> <ul style="list-style-type: none"> ● Did you give the President good advice? ● Do you agree with President Jefferson’s choice? ● Why or why not? 		<p>In your reading log, reflect on your discussion.</p> <ul style="list-style-type: none"> ● What advice would you give the President? ● Did you give the President good advice? ● Do you agree with President Jefferson’s choice? ● Why or why not?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students support their answer using evidence from the text? ● Can students explain whether or not they agree with the choice Jefferson made using evidence from the text? 		<ul style="list-style-type: none"> ● Can students support their answer using evidence from the text? ● Can students explain whether or not they agree with the choice Jefferson made using evidence from the text?
Text(s)	<p>“Robert Livingston Goes to France” in <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p>“Robert Livingston Goes to France” in <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Character traits evidence chart handout ● Reading Log handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● choral reading or echo reading ● Opinion sentence frame ● 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 Louisiana Purchase: Would you Close the Deal?”</i> ● Adapting Lesson Plans

			<ul style="list-style-type: none"> ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide- Additional Supports for Diverse Learners <ul style="list-style-type: none"> ● Section 5 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 15: Six Thinking Hats	Modified Lesson Overview
Description	In this lesson, students will use the “Six Thinking Hats” Strategy to consider various perspectives of Thomas Jefferson selecting Robert Livingston as the candidate to negotiate in France. Students will also write a paragraph about whether or not Robert Livingston was the best candidate for negotiations with Napoleon.	<p>In this lesson, students will write a paragraph about whether or not Robert Livingston was the best candidate for negotiations with Napoleon.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Use temporal words and phrases to signal event order. (LC.W.3.3d)
Let’s Express Our Understanding	<p>Answer the following question in your reading log by writing a paragraph: Do you agree with President Jefferson that Robert Livingston is the best candidate for negotiations with Napoleon?</p> <ul style="list-style-type: none"> ● Why or why not? 	<p>Answer the following question in your reading log by writing a paragraph:</p> <p>Do you agree with President Jefferson that Robert Livingston is the best candidate for negotiations with Napoleon?</p> <ul style="list-style-type: none"> ● Why or why not? <p>Write (with assistance/accommodations) an opinion statement/paragraph about whether you agree with the President’s opinion.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify positive and negative aspects of Robert Livingston ? ● Can students use proper sentence format to express their opinion verbally and in writing? ● Can students cite relevant textual evidence to support their opinion? 	<ul style="list-style-type: none"> ● Can students identify positive and negative aspects of Robert Livingston ? ● Can students use proper sentence format to express their opinion verbally and in writing? ● Can students cite relevant textual evidence to support their opinion?
Text(s)	“Livingston Has Little Success” and “Jefferson Tries to Make a Deal” from <i>The Louisiana Purchase: Would You Close the Deal</i> by Elaine	“Livingston Has Little Success” and “Jefferson Tries to Make a Deal” from <i>The Louisiana Purchase: Would You Close the Deal</i>

	Landau		by Elaine Landau
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chart Paper ● Markers and highlighters ● Thinking hat guided questions handout ● Short paragraph frame handout ● Completed character trait handout ● Reading log ● Accountable talk strategy ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 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 "The Louisiana Purchase: Would you Close the Deal?"</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide - Additional Supports for Diverse Learners Section 5 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally ● Words, phrases, and sentences representing key events and interactions with characters. (LC.W.3.3b) ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 16: Main idea and key details		Modified Lesson Overview
Description	<p>In this lesson, students will learn that Napoleon did not want to sell Louisiana and lose ownership of the Port of New Orleans. Students will also identify main ideas, key details, and elaborations in an informational text.</p>		<p>In this lesson, students will learn that Napoleon did not want to sell Louisiana and lose ownership of the Port of New Orleans.</p> <ul style="list-style-type: none"> Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.2a) Determine the main idea of a text; recount the key details and explain how they support the main idea. (LC.RI.3.2b)
Let's Express Our Understanding	<p>Complete the next line of the Focusing on the Texts handout using the text "Napoleon Does Not Sell." Be sure to include: the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration.</p>		<p>Complete the next line of the Focusing on the Texts handout using the text "Napoleon Does Not Sell." Identify the main idea, key details, and in "Napoleon Does Not Sell."</p>
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that losing the "Right of Deposit" meant that people could no longer store their goods in the warehouses in New Orleans? Can students identify the main idea, key details, and a text feature? 		<ul style="list-style-type: none"> Can students explain that losing the "Right of Deposit" meant that people could no longer store their goods in the warehouses in New Orleans? Can students identify the main idea, key details, and a text feature?
Text(s)	<p>"Napoleon Does Not Sell" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p>"Napoleon Does Not Sell" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Different colored sticky notes, cut in half Say something handout Focusing on the text handout Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> choral reading or echo reading 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 "The Louisiana Purchase: Would you Close the Deal?"</i> Adapting Lesson Plans

	<ul style="list-style-type: none"> • Teacher Talk Moves 		<ul style="list-style-type: none"> • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide -Additional Supports for Diverse Learners <ul style="list-style-type: none"> • Section 5 of Grade 3 Louisiana Purchase • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) • Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) • Sequence events that unfold naturally (LC.W.3.3b) • Words, phrases, and sentences representing key events and interactions with characters • Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview

Section Number	6	Modified Section Overview
Description	Louisiana Purchase	
Assessment	<p>Students will create a timeline of the events leading up to and including the Louisiana Purchase.</p> <p>Culminating task connections: Students will identify the main events leading up to the Louisiana Purchase.</p> <p>Students also demonstrate their ability to identify the central events of the Louisiana Purchase. This prepares students to write a multi paragraph essay describing three main events leading to the Louisiana Purchase.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students identify the main events leading up to the Louisiana Purchase? ● Can students explain the details that lead the event and the results of the event? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students provide evidence to support their event choices? 	<p>Culminating task connections: Students will list the important events that lead up to the Louisiana Purchase.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well can students identify the main events that led up to the Louisiana Purchase? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students list evidence about their choices?
Section Length	4	4 lessons (1 optional)

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● None 	<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 ○ Vocabulary Task for revolted, revolution, revolt ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lesson 18, 19, and 20 	<p>Additional Supports for SWSCDs: Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Let's Set the Context video <ul style="list-style-type: none"> ○ "What was the Louisiana Purchase ● Diverse Learner's Guide <ul style="list-style-type: none"> ○ Section 6 of Grade 3 Louisiana Purchase ● Support for Language <ul style="list-style-type: none"> ● ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. ● ○ delayed ● ○ reproduction ● ○ fleet ● ○ blockade ● ○ revolted ● yellow fever ● ○ "change of heart" ● ○ fruitful ● ○ acquire
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- ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).
- ○ “He hoped that the United States would buy all the land in the Louisiana Territory.”
- ○ “Napoleon may refuse, but you cannot help that.”
- **Support for Meaning**
- ● With Lesson 18, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
- ○ **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
- ○ **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

The [Supports Flow Chart](#) includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this

	document as needed when implementing each lesson.
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Lesson Overview		
Lesson Number	Lesson 17: Practice Cold Read Task	
Description	In this lesson, students will demonstrate their ability to read, understand, and express their understanding of a new complex text.	Task is Optional
Let's Express Our Understanding	You will have approximately 40 minutes to read "Vikings and European Explorers: Ferdinand Magellan" and answer questions 1-5.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read and comprehend text in order to answer questions on the Cold-Read Task? 	
Text(s)	"Vikings and European Explorers: Ferdinand Magellan"	
Materials	Lesson Materials: <ul style="list-style-type: none"> Assessment items needed Cold-Read answer sheet 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Any necessary accommodations
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview

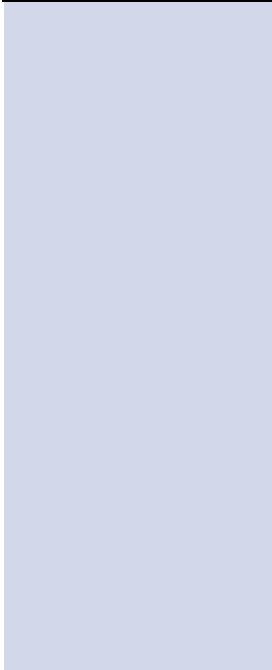
Lesson Number	Lesson 18: Identifying Cause and Effect		Modified Lesson Overview
Description	<p>In this lesson, students will learn that James Monroe went to France to help Livingston negotiate with Napoleon. Students will also learn how to identify cause and effect relationships within a text.</p>		<p>In this lesson, students will learn that James Monroe went to France to help Livingston negotiate with Napoleon.</p> <ul style="list-style-type: none"> Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.2a) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (LC.RI.3.7c)
Let's Express Our Understanding	<p>Complete the second line of the Focusing on Texts handout about the text "Congress Avoids War." Be sure to include: the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration.</p>		<p>Complete the second line of the Focusing on Texts handout about the text "Congress Avoids War." Be sure to include: the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that the main idea is Jefferson sends James Monroe to France to negotiate with Napoleon and Monroe learns that Napoleon's navy is ready to sail to America but keeps getting delayed? Can students identify one cause and effect relationship was large chunks of ice in the sea. The French ships could not sail because British ships formed a blockade. 		<ul style="list-style-type: none"> Can students explain that the main idea is Jefferson sends James Monroe to France to negotiate with Napoleon and Monroe learns that Napoleon's navy is ready to sail to America but keeps getting delayed? Can students identify one cause and effect relationship was large chunks of ice in the sea. The French ships could not sail because British ships formed a blockade.
Text(s)	<p>"Congress Avoids War" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p>"Congress Avoids War" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Different colored sticky notes cut in half Focusing on the text handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> choral reading or echo reading shared writing 	<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 Louisiana Purchase: Would you Close the Deal?"</i>

	<ul style="list-style-type: none"> ● Say something handout ● Discussion Reflection handout ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Conversation stems tool 	<ul style="list-style-type: none"> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide - Additional Supports for Diverse Learners <ul style="list-style-type: none"> ● Section 6 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● 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. LC.RI.3.2b Determine the main idea of a text; recount the key details and explain how they support the main idea. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 19: Identify text features		Modified Lesson Overview
Description	In this lesson, students will learn events that prevented Napoleon from attacking the British. Students will also identify text features and how they contribute to their understanding of a text.		In this lesson, students will learn events that prevented Napoleon from attacking the British. <ul style="list-style-type: none"> Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.RI.3.2a
Let's Express Our Understanding	Complete the final line of the Focusing on Texts handout about the text "Napoleon Does Not Attack the British." Be sure to include: the main idea, a key detail that supports this main idea, and an elaboration like a text feature or illustration.		Identify the main idea and key details from "Napoleon Does Not Attack The British."
Lesson Look-Fors	<ul style="list-style-type: none"> Can students clearly express how text features add to understanding of text? Can students identify text features? (map, photograph, caption) Can students explain that the main idea of "Napoleon Does Not Attack the British" is: Napoleon could not begin a war because his troops were dying in St. Domingue? 		<ul style="list-style-type: none"> Can students clearly express how text features add to understanding of text? Can students identify text features? (map, photograph, caption) Can students explain that the main idea of "Napoleon Does Not Attack the British" is: Napoleon could not begin a war because his troops were dying in St. Domingue?
Text(s)	"Napoleon Does Not Attack the British" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau		"Napoleon Does Not Attack the British" from <i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau
Materials	Lesson Materials: <ul style="list-style-type: none"> Different colored sticky notes cut in half Focusing on texts handout Say something handout Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> paired/partner reading 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 "The Louisiana Purchase: Would you Close the Deal?"</i> Adapting Lesson Plans Student Response Modes based off of specific exceptionalities

			<ul style="list-style-type: none"> ● Diverse Learners Guide - Additional Supports for Diverse Learners ● Section 6 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.RI.3.2a ● Determine the main idea of a text; recount the key details and explain how they support the main idea. LC.RI.3.2b ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			



Lesson Overview

Lesson Number	Lesson 20: Create a timeline		Modified Lesson Overview
Description	<p>In this lesson, students will read the last two sections of text, which conclude the reading of <i>The Louisiana Purchase: Would You Close the Deal?</i> and bring the reader up to the point of the acquisition of the Louisiana Territory by the United States. Students will also create a timeline that culminates their reading.</p>		<p>In this lesson, students will read the last two sections of text, which conclude the reading of <i>The Louisiana Purchase: Would You Close the Deal?</i> and bring the reader up to the point of the acquisition of the Louisiana Territory by the United States. Students will also create a timeline that culminates their reading.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)
Let's Express Our Understanding	<p>Answer the following question in your reading log: What are the three most important dates leading to the acquisition of the Louisiana Territory?</p> <ul style="list-style-type: none"> ● Circle them on your timeline. ● Explain why they are the most important events in your reading log. 		<p>Answer the following question in your reading log: What are the three most important dates leading to the acquisition of the Louisiana Territory?</p> <ul style="list-style-type: none"> ● Circle them on your timeline. ● Explain why they are the most important events in your reading log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students select dates that are relevant to the acquisition of the Louisiana Territory? ● Can students identify the three most important dates on their timeline? 		<ul style="list-style-type: none"> ● Can students select dates that are relevant to the acquisition of the Louisiana Territory? ● Can students identify the three most important dates on their timeline?
Text(s)	<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Signs for 2 corners labeled "Only Buy the Port" and "Buy the Entire Territory" 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● choral/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 "The Louisiana Purchase: Would you Close the Deal?"</i>

- Sequence of Events handout
- Say something handout
- Reading log

- [Adapting Lesson Plans](#)
- [Student Response Modes](#) based off of specific exceptionalities
- [Diverse Learners Guide- Additional Supports for Diverse Learners](#)
 - **Section 6 of Grade 3 Louisiana Purchase**
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. ([LC.RI.3.2a](#))
- Determine the main idea of a text; recount the key details and explain how they support the main idea. ([LC.RI.3.2b](#))
- Words, phrases, and sentences representing key events and interactions with characters
- Vocabulary words and student-friendly definitions

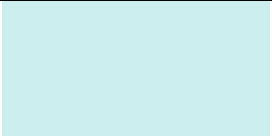
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

Section Overview

Section Overview		
Section Number	7	Modified Section Overview
Description	Louisiana Purchase	
Assessment	<p>Students will demonstrate their understanding of the events leading to the acquisition of the Louisiana Territory.</p> <p>Culminating task connections: Students will demonstrate their understanding of the events leading to the acquisition of the Louisiana Territory and the results of those events.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students identify three important events leading to the Louisiana Purchase? ● Can students identify the results of the events that lead to the Louisiana Purchase? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● Can students cite evidence to support their choices of the important events? ● Can students edit their draft for spelling, grammar, and other errors? 	<p>Culminating task connections:</p> <p>Students also demonstrate their ability to list events that led up to the Louisiana Purchase.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand the events that led up to the Louisiana Purchase? ● How well can students explain the results of the Louisiana Purchase? <p>Writing/ELA Skill Look Fors</p> <ul style="list-style-type: none"> ● Can students identify and write a summary sentence (with assistance) about the Louisiana Purchase?
Section Length	4	4 lessons (0 optional)

<p>Additional Supports for Diverse Learners</p>	<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 <i>Lewis and Clark and Me: A Dog's Tale</i> ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <ul style="list-style-type: none"> ■ "What was the Louisiana Purchase" 	<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 ○ Vocabulary Task for "pioneers" ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ "Because of this gift, the United States could not grow bigger." ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <ul style="list-style-type: none"> ■ "The Port of New Orleans" ● Support for Structure <ul style="list-style-type: none"> ○ Lesson 6 Discussion ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text 	<p>Additional Supports for SWSCDs:</p> <p>Student Response Modes – ELA</p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Let's Set the Context video <ul style="list-style-type: none"> ○ "What was the Louisiana Purchase" ● Let's Set the Context video <ul style="list-style-type: none"> ○ "The Port of New Orleans"
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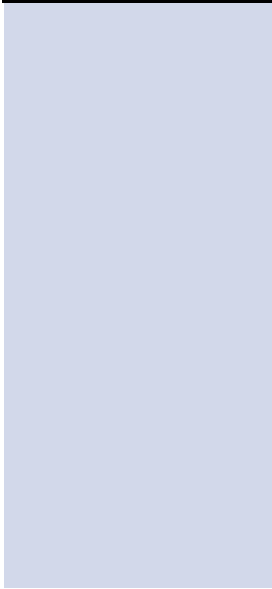
		dependent question Lessons 6 - 7	
	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		



Lesson Overview

Lesson Number	Lesson 21: Culminating Writing Task - Brainstorming		Modified Lesson Overview
Description	<p>In this lesson, students will demonstrate their understanding of the events leading to the acquisition of the Louisiana Territory. Students will also learn how to brainstorm in preparation for writing an essay.</p>		<p>In this lesson, students will demonstrate their understanding of the events leading to the acquisition of the Louisiana Territory.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b)
Let's Express Our Understanding	<p>Review your timeline with a new partner. Share the three events you each selected from the previous lesson. Discuss why you selected these three events for your essay.</p>		<p>Review your timeline with a new partner. Share the three events you each selected from the previous lesson.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain 3 the details that lead to their selected three events? ● Can students explain the results of their selected three events? 		<ul style="list-style-type: none"> ● Can students explain 3 the details that lead to their selected three events? ● Can students explain the results of their selected three events?
Text(s)	<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● highlighters ● Sequence of Events chart handout ● The Culminating Writing Task Directions handout ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 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 Louisiana Purchase: Would you Close the Deal?"</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

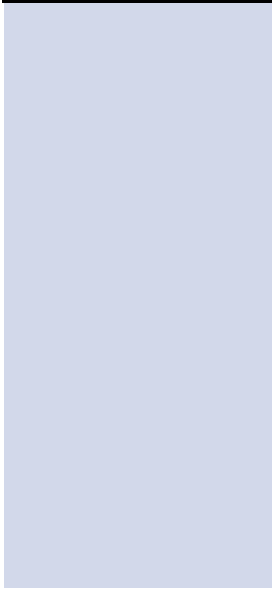
			<ul style="list-style-type: none"> ○ Section 7 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		



Lesson Overview

Lesson Number	Lesson 22: Culminating Writing Task - Drafting		Modified Lesson Overview
Description	<p>In this lesson, students will demonstrate understanding of the events leading to the acquisition of the Louisiana Territory. Students will also learn how to organize a first draft of an essay.</p>		<p>In this lesson, students will demonstrate understanding of the events leading to the acquisition of the Louisiana Territory.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally (LC.W.3.3b)
Let's Express Our Understanding	<p>Students will write the main idea sentence and complete organizer for their essay, that includes their three events, key details, and signal words.</p>		<p>With assistance, students will write the main idea sentence and complete organizer for their essay, that includes their three events and key details.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write a main idea sentence that states the purpose for writing? ● Can students explain three events that lead to the United State acquiring the Louisiana Territory? ● Can students use signal words to show sequence? 		<ul style="list-style-type: none"> ● Can students write a main idea sentence that states the purpose for writing? ● Can students explain three events that lead to the United State acquiring the Louisiana Territory? ● Can students use signal words to show sequence?
Text(s)	<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Essay Frame handout ● The Culminating Writing Task Directions handout ● Completed Sequence of Events chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing 	<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 Louisiana Purchase: Would you Close the Deal?"</i> ● 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 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		



Lesson Overview

Lesson Number	Lesson 23: Culminating Writing Task - Revising		Modified Lesson Overview
Description	<p>In this lesson, the students will continue the writing process to answer the question: What are three events that led to the United States acquiring the Louisiana Territory? In this lesson, they review task instructions and write their first draft.</p>		<p>In this lesson, the students will continue the writing process to answer the question: What are three events that led to the United States acquiring the Louisiana Territory? In this lesson, they review task instructions and write their first draft. (with assistance/accommodations)</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally look up writing (LC.W.3.3b)
Let's Express Our Understanding	<p>Review your partner's feedback and suggestions. Make at least two revisions to improve your writing.</p> <ul style="list-style-type: none"> ● spelling ● grammar ● signal words ● complete sentences 		<p>Review your partner's feedback and suggestions. Make at least two revisions to improve your writing.</p> <ul style="list-style-type: none"> ● spelling ● grammar ● ● signal words ● complete sentences
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students revise a peer's writing looking for main events, details, signal words, and conventions? ● Can students make revisions to their writing in regards to spelling, grammar, signal words, or complete sentences? 		<ul style="list-style-type: none"> ● Can students make revisions to their writing in regards to spelling, grammar, signal words, or complete sentences? ● Can students revise a peer's writing looking for the main events?
Text(s)	<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Markers 	<p>Possible Supports During the Lesson:</p>	<p>Additional Materials/Supports for SWSCDs:</p>

	<ul style="list-style-type: none"> ● Index cards ● First draft 	<ul style="list-style-type: none"> ● shared writing 	<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “The Louisiana Purchase: Would you Close the Deal?”</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 24: Culminating Writing Task - Editing and Publishing		Modified Lesson Overview
Description	<p>In this lesson, students will demonstrate understanding of the events leading to the acquisition of the Louisiana Territory. Students will also learn how to edit their essay to ensure it has proper grammar, conventions, and spelling, and develops a topic with facts and details.</p>		<p>In this lesson, students will demonstrate understanding of the events leading to the acquisition of the Louisiana Territory.</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Use temporal words and phrases to signal event order. (LC.W.3.3d)
Let's Express Our Understanding	<p>Write your final draft. Ensure you:</p> <ul style="list-style-type: none"> ● refer to the Grade 3 Writing Rubric. ● make the edits and revisions you identified on your first draft. 		<p>Write your final draft. Ensure you:</p> <ul style="list-style-type: none"> ● refer to the Grade 3 Writing Rubric for SWSCDs ● make the edits and revisions you identified on your first draft.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students effectively convey three events that lead to the acquisition of the Louisiana Territory and the results of those events? ● Can students use grade level conventions to produce clear writing? ● Can students use the Culminating Writing Rubric to make final revisions to their response? 		<ul style="list-style-type: none"> ● Can students effectively convey three events that lead to the acquisition of the Louisiana Territory and the results of those events? ● Can students use grade level conventions to produce clear writing? ● Can students use the Culminating Writing Rubric to make final revisions to their response?
Text(s)	<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>		<p><i>The Louisiana Purchase: Would You Close the Deal?</i> by Elaine Landau</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised first draft ● Grade 3 Writing Rubric 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● none 	<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 Louisiana Purchase: Would you Close the Deal?"</i>

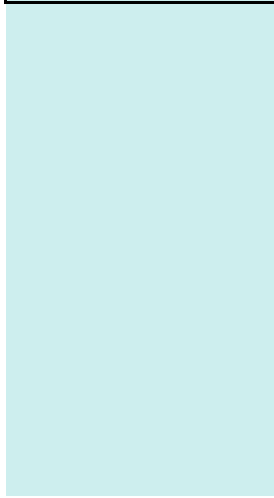
- [Adapting Lesson Plans](#)
- [Student Response Modes](#) based off of specific exceptionalities
- [Diverse Learners Guide](#)
 - **Section 7 of Grade 3 Louisiana Purchase**
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- **Answer questions (literal and inferential) and refer to text to support your answer. [\(LC.RL.3.1b\)](#)**
- Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\(LC.RI.3.1a\)](#)
- **Use temporal words and phrases to signal event order. [\(LC.W.3.3d\)](#)**
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- Words, phrases, and sentences representing key events and interactions with characters
- Vocabulary words and student-friendly definitions

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

Section Overview

Section Number	8		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Students will identify elements of narrative and nonfiction. Students will identify how Lewis and Clark showed bravery, perseverance, and the ability to survive hardships.</p> <p>Culminating task connections: None - This is preparing students for their Extension task.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students describe how Lewis and Clark survived hardships such as freezing temperatures and losing supplies? ● How well do students explain the main idea of the text is that Lewis and Clark were explorers sent to chart the Louisiana Territory in 1803? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify elements of narrative and nonfiction texts? ● How well does the student use evidence and details from the text in their responses? 		<p>Culminating task connections: None</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students explain how Lewis and Clark survived the hardships? ● How well can students explain the main idea of the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students express their understanding of narratives of narratives and nonfiction texts?
Section Length	4		4 lessons (4 optional)
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"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching 	<p>Additional Supports for SWSCDs: Student Response Modes – <u>ELA</u></p> <ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology

		<p>Vocabulary</p> <ul style="list-style-type: none"> ○ Vocabulary discussion: bravery, perseverance, ability to survive hardships <ul style="list-style-type: none"> ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lesson 25 	<ul style="list-style-type: none"> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Let's Set the Context video <ul style="list-style-type: none"> ○ "What was the Louisiana Purchase"
<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>			



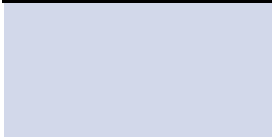
Lesson Overview

Lesson Number	Lesson 25: Elements of narrative nonfiction		Modified Lesson Overview
Description	In this lesson, students will learn about the adventures of Meriwether Lewis and William Clark as they explored the Louisiana Territory. Students will also identify elements of narratives, nonfiction, and narrative nonfiction.		Task is Optional
Let's Express Our Understanding	In the reading log, students will describe how a quote is like narrative and nonfiction.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that narratives include elements like personal pronouns, imagery, and dialogue. ● Can students explain that non-fiction texts include elements like dates and factual events? 		
Text(s)	<i>How We Crossed the West: The Adventures of Lewis and Clark</i> by Rosalyn Schanzer		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● 2- 3 Index cards ● Reading log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● choral reading or echo reading. ● Conversation stems tool 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Number	Lesson 26: Recounting key details to understand central message		Modified Lesson Overview
Description	In this lesson, students will also learn about the adventures of Meriwether Lewis and William Clark as they explored the Louisiana Territory. Students will also identify the main idea and recount the events from a narrative nonfiction text and include specific details from the text.		Task is Optional
Let's Express Our Understanding	In your reading log, respond to the question with a paragraph: <ul style="list-style-type: none"> ● How did bravery, perseverance, and the ability to survive hardships help Lewis, Clark and the Corp of Discovery? 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Lewis and Clark showed bravery when they fought off a bear? ● Can students explain that Lewis and Clark showed perseverance when they crossed the Bitterroot Mountains and were freezing cold with nothing to eat? ● Can students explain that Lewis and Clark survived hardships like fighting with Native Americans and losing supplies in storms? ● Can students provide evidence such as details and examples from the text in their response? 		
Text(s)	<i>How We Crossed the West: The Adventures of Lewis and Clark</i> by Rosalyn Schanzer		
-Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● 3 sentence strips - labeled <i>Bravery</i>, <i>Perseverance</i>, and <i>Surviving Hardships</i> ● Short paragraph frame 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● choral reading or echo reading ● Conversation stems tool 	

	handout		
	<ul style="list-style-type: none">● Reading log● Teacher Talk Moves		
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			



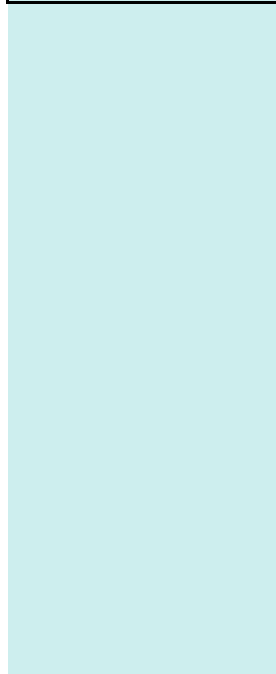
Lesson Overview

Lesson Number	Lesson 27: Digging deeper with close reading		Modified Lesson Overview
Description	In this lesson, students will reread excerpts from <i>How We Crossed the West: The Adventures of Lewis and Clark</i> to dig deeper into the meaning of the text. Students will also examine characteristics of tall tales within the text as well as explore Sacagawea’s role in the expedition by identifying how her presence prevents several disasters.		Task is Optional
Let’s Express Our Understanding	In the reading log, respond to the following: What is the main idea of “How We Crossed the West: The Adventures of Lewis and Clark”?		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the main idea of the text is that Lewis and Clark were explorers sent to chart the Louisiana Territory in 1803? ● Can students provide evidence such as details and examples from the text in their paragraphs? 		
Text(s)	<i>How We Crossed the West: The Adventures of Lewis and Clark</i> by Rosalyn Schanzer		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Chart paper ● Short paragraph frame handout ● Reading log handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Say something strategy ● paired/partner reading ● Track print ● Decode unfamiliar words ● choral/echo reading ● Transitions learning tool ● Student examples/mentor texts ● Conversation stems tool 	

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Section Overview			
Section Number	9		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Students will demonstrate their understanding of tall tales by creating a tall tale comic strip based on the events of the Louisiana Purchase.</p> <p>Culminating task connections: None</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● Can students identify examples of exaggeration in tall tales? ● Can students write a tall tale about the people involved with the Louisiana Purchase? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● Can students use the writing process to create their own tall tale? ● Can students use dialogue appropriately in their writing? ● Can students use evidence in their tall tale appropriately? 		<p>Culminating task connections: None</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well do students understand the elements of a tall tale? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students write about the Louisiana Purchase?
Section Length	8		8 lessons (8 optional)
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"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for 	Additional Supports for SWSCDs: Student Response Modes – ELA

		<p>Explicitly Teaching Vocabulary</p> <ul style="list-style-type: none"> ○ Vocabulary Task for wonder, parched, devastation, constructed, commendable ● Support for Meaning <ul style="list-style-type: none"> ○ Discussion questions for Lesson 29. ○ Additional text dependent question Lesson 32 	<ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage-specific words and high frequency words) ● <u>Louisiana Connectors</u>
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		



Lesson Overview

Lesson Number	Lesson 28: Thunder Rose		Modified Lesson Overview
Description	In this lesson, participate in a whole-class reading of <i>Thunder Rose</i> , and then engage in partner study of various vocabulary words. Students will also summarize <i>Thunder Rose</i> using active reading notes.		Task is Optional
Let's Express Our Understanding	Summarize Thunder Rose using the Tall Tale Active Reading Notes handout.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students describe the challenges of Thunder Rose and her response to them? ● Can students identify elements of tall tales such as exaggeration and super human abilities? ● Can students define unfamiliar words in context? 		
Text(s)	<i>Thunder Rose</i> by Jerdine Nolen		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Tall Tale Active Reading Notes handout ● Vocabulary semantic map handout ● Reading Log handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Thunder Rose audio recording ● Conversation stems tool 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Number	Lesson 29: Determining central message		Modified Lesson Overview
Description	In this lesson, students will determine the central message of <i>Thunder Rose</i> by analyzing the text details.		Task is Optional
Let's Express Our Understanding	In your reading log, write one paragraph to explain the central message of <i>Thunder Rose</i> . <ul style="list-style-type: none"> ● Look back at your discussion notes. ● Cite evidence from the text to support your answer. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify examples of exaggeration in the text such as lifting an entire cow to drink some milk? ● Can students identify the central idea of <i>Thunder Rose</i> is inner strength is just as important as physical strength? 		
Text(s)	<i>Thunder Rose</i> by Jerdine Nolen		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sentence strips or chart paper ● Discussion questions handout ● Paragraph frame handout ● Reading log handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Thunder Rose audio recording ● choral/echo reading ● Shared writing ● Students examples/mentor text ● Transitions learning tool ● Answer frames ● Conversation stems tool 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 30: Analyzing tall tales		Modified Lesson Overview
Description	In this lesson, students will participate in a whole-class reading of <i>Swamp Angel</i> , and a partner reading of <i>Mike Fink</i> . Students will also note elements of tall tales to analyze text details and identify the central message.		Task is Optional
Let's Express Our Understanding	With your group compare and contrast <i>Thunder Rose</i> , <i>Swamp Angel</i> , and <i>Mike Fink</i> using the Tall Tale Comparison chart handout. <ul style="list-style-type: none"> Only complete the first three rows. 		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students identify main characters and character traits of <i>Swamp Angel</i> and <i>Mike Fink</i>? Can students compare/contrast tall tales? 		
Text(s)	<i>Swamp Angel</i> by Anne Isaacs and excerpts of <i>Mike Fink</i> by Steven Kellogg		
Materials	Lesson Materials: <ul style="list-style-type: none"> Sticky notes Tall Tale Active Reading Notes handout Tall Tale Comparison Chart handout Reading log handout Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio Recording of <i>Swamp Angel</i> Audio Recording of <i>Mike Fink</i> choral reading or echo reading. Conversation stems tool 	
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Lesson Overview

Lesson Number	Lesson 31: Exploring the role of exaggeration in tall tales		Modified Lesson Overview
Description	In this lesson, students will dig deeper into the role of exaggeration in tall tales. They will investigate how the main character’s superhuman traits affect the plot events of the story and move it forward through impossible events.		Task is Optional
Let’s Express Our Understanding	Students will write a paragraph in response to: How does exaggeration help us understand the central messages of Thunder Rose, Mike Fink, or Swamp Angel?		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students compare/contrast elements of tall tales? ● Can students identify plot elements of “Thunder Rose, Mike Fink, and Swamp Angel”? ● Can students identify characteristics of exaggeration? ● Can students articulate the importance of the traits identified to early pioneers? 		
Text(s)	<i>Swamp Angel</i> by Anne Isaacs <i>Mike Fink</i> by Steven Kellogg <i>Thunder Rose</i> by Jerdine Nolen		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Completed tall tales active reading handout ● Tall Tales comparison chart ● Paragraph frames handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Thunder Rose audio recording ● Audio Recording of <i>Swamp Angel</i> ● Audio Recording of <i>Mike Fink</i> ● Conversation stems tool 	

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

Lesson Overview			
Lesson Number	Lesson 32: Writing a Tall Tale - Dialogue		Modified Lesson Overview
Description	In this lesson, students will brainstorm possible interactions and dialogue between two people from our unit and practice revising the word “said” with more descriptive dialogue tags.		Task is optional
Let’s Express Our Understanding	Review the unit texts and your notes. Imagine what conversations would have sounded like between Livingston and Jefferson, or Lewis and Clark, or your explorer and his crew. Complete the Dialogue Chart handout with two people from the unit.		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify important interactions in the text? • Can students use quotation marks correctly when writing dialogue? • Can students use a variety of words in their writing? 		
Text(s)	<i>The Louisiana Purchase: Would you Close the Deal?</i> by Elaine Landau.		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> • Dialogue tags practicer handout • Dialogue chart handout • Reading Log • Teacher Talk Moves 	<ul style="list-style-type: none"> • Previous resources (trading cards) • Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 33: Writing a Tall Tale - Brainstorming		Modified Lesson Overview
Description	In this lesson, they will begin a storyboard sketch in preparation for writing a tall tale comic strip.		Task is optional
Let's Express Our Understanding	Share your brainstorming ideas with your partner. Use the Tall Tales Writing Rubric scoring tool to help check each other's work.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the characters in their story and what characteristics to exaggerate? ● Can students create a problem and solution that they will use in their tall tale? ● Can students identify plot elements in their tall tale? ● Can they write their tell tale in sequential order? 		
Text(s)	None		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Tall tale storyboard handout ● Dialogue chart handout ● Tall tale writing rubric ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Number	Lesson 34: Writing a Tall Tale Comic Strip		Modified Lesson Overview
Description	In this lesson, students will begin the tall tale comic strip rough draft based actual events and people. Students will also demonstrate their understanding of the people and events involved with the Louisiana Purchase.		Task is optional
Let's Express Our Understanding	Swap comic strip template handouts with a partner. Complete the Evidence column on the Tall Tale Writing Rubric scoring tool.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students describe important people and events involved with the Louisiana Purchase? ● Can students “write” their tall tale by drawing important events? ● Can students identify the elements of tall tales in a partner’s tall tale by providing “Evidence” on the writing rubric scoring tool. 		
Text(s)	none		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Markers ● Comic strip template handout ● Dialogue chart handout ● Tall tale storyboard handout ● Tall tale writing rubric ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

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

Lesson Number	Lesson 35: Publishing a Tall Tale Comic Strip		Modified Lesson Overview
Description	Students will finalize a published copy of their tall tale comic strips. Students also prepare to write by previewing the culminating task and begin choice reading for the unit.		Task is optional
Let's Express Our Understanding	Circulate around the room and read your classmates' comic strips. Leave a positive comment on a sticky note.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students "write" their tall tales by drawing illustrations and including narration on their comic strips? ● Can students revise their tall tale using evidence from the rubric? 		
Text(s)	none		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Markers ● Sticky notes ● Comic strip template handouts ● Writing rubric scoring tool ● Tall tale storyboard handout 	<ul style="list-style-type: none"> ● Model of positive peer comments 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview			
Section Number	10		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Students will draft a narrative from Seaman’s perspective based on an excerpt from How We Crossed the West.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • Can students identify point of view? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • Can students write a narrative using the writing process? • Can students write from a different point of view? 		<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well can students identify point of view? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well can students (with assistance) write from a different point of view?
Section Length	5		5 lessons (4 optional)
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"> • Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lesson 36 	<p>Additional Supports for SWSCDs: Student Response Modes – <u>ELA</u></p> <ul style="list-style-type: none"> • IEP Goals • Assistive Technology • <u>English Language Arts Guidebook Reading Support</u> • Word lists (e.g., passage-specific words and high frequency words) • <u>Louisiana Connectors</u> • Let’s Set the Context video <ul style="list-style-type: none"> ○ “What was the Louisiana Purchase” • Let’s Set the Context video <ul style="list-style-type: none"> ○ “The Port of New Orleans”

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

Lesson Overview			
Lesson Number	Lesson 36: Understanding point of view		Modified Lesson Overview
Description	<p>In this lesson, students will identify the point of view from which this text, <i>Lewis and Clark and Me: A Dog's Tale</i> is told. Students will also learn about more adventures of Lewis and Clark as they explored the Louisiana Territory, from the perspective of their dog, Seaman.</p>		<p>Students will learn about more adventures of Lewis and Clark as they explored the Louisiana Territory, from the perspective of their dog, Seaman by listening to a read aloud of “ <i>Lewis and Clark and Me: A Dog's Tale</i>.”</p> <ul style="list-style-type: none"> ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)
Let's Express Our Understanding	<p>Have a class discussion to answer the question: How does the author use details from the journal entry to create a fictional story?</p>		<p>Have a class discussion to answer the question: How does the author use details from the journal entry to create a fictional story?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the author uses the basic plot from the journal entry, but adds her own dialogue and Seaman's thoughts? ● Can students identify different points of view? 		<ul style="list-style-type: none"> ● Can students identify different points of view? ● Can students explain that the author uses the basic plot from the journal entry, but adds her own dialogue and Seaman's thoughts?
Text(s)	<i>Lewis and Clark and Me: A Dog's Tale</i> by Laurie Myers		<i>Lewis and Clark and Me: A Dog's Tale</i> by Laurie Myers
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Point of view 	<p>Possible Supports During the Lesson:</p>	<p>Additional Materials/Supports for SWSCDs:</p>

	<p>comparison handout</p> <ul style="list-style-type: none"> ● Reading Log ● Accountable talk handout ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Audio Recording of Lewis and Clark and Me: A Dog’s Tale ● Say something strategy ● paired/partner reading ● Track print ● Decode unfamiliar words ● choral/echo reading ● Conversation stems tool 	<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Lewis and Clark and Me: A Dog’s Tale”</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 10 of Grade 3 Louisiana Purchase ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Sequence events that unfold naturally. (LC.W.3.3b) ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 37: Extension Task - Brainstorming		Modified Lesson Overview
Description	<p>In this lesson, students will identify the point of view from which this text, <i>Lewis and Clark and Me: A Dog's Tale</i> is told. Students will then use this text as a model for brainstorming their own narrative based on an excerpt from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>.</p>		Task is optional
Let's Express Our Understanding	<p>Brainstorm how you could use your excerpt as the basis for a narrative passage from the point of view of the dog Seaman. Use the chapters and journal entries from the text as a model. Draw details and write dialogue on your sticky notes and place them on the Narrative Storyboard.</p> <p>Share your brainstorming ideas with your group.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the favorite event from <i>How We Crossed the West: The Adventures of Lewis and Clark</i>? ● Can students explain details from their selected event from Seaman's point of view? 		
Text(s)	<p><i>Lewis and Clark and Me: A Dog's Tale</i> by Laurie Myers and <i>How We Crossed the West: The Adventures of Lewis and Clark</i></p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky notes ● Index cards ● Narrative storyboard handout ● Narrative writing rubric ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Lewis and Clark and Me: A Dog's Tale</i> ● Shared writing ● Student examples/mentor text ● Conversation stems tool 	

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

Lesson Number	Lesson 38: Extension Task - Drafting		Modified Lesson Overview
Description	In this lesson, students will draft a narrative from Seaman’s perspective based on an excerpt from <i>How We Crossed the West: The Adventures of Lewis and Clark</i> .		Task is optional
Let’s Express Our Understanding	Write a first draft of their narrative from a different point of view. As you write, think about: <ul style="list-style-type: none"> ● organization ● dialogue ● descriptions of events ● characters ● signal words 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students retell an actual event from the exploration of the Louisiana Territory from the perspective of Seaman? ● Can students include factual details from the text in their response? 		
Text(s)	<i>Lewis and Clark and Me: A Dog’s Tale</i> by Laurie Myers and <i>How We Crossed the West: The Adventures of Lewis and Clark</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Complete storyboard handout ● Reading log 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● None 	

Lesson Overview

Lesson Number	Lesson 39: Extension Task - Revising		Modified Lesson Overview
Description	In this lesson, students will work collaboratively to revise the content of their first drafts. Students will also demonstrate understanding of Lewis and Clark’s adventures as they explored the Louisiana Territory from Seaman’s point of view.		Task is optional
Let’s Express Our Understanding	Make at least two revisions to improve your writing. <ul style="list-style-type: none"> ● Spelling ● Grammar ● Dialogue ● using complete sentences 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students edit a peer’s paper by finding: Introductory sentence, details, point of view, linking words, spelling and grammatical mistakes? ● Can students revise their paper using peer feedback? 		
Text(s)	<i>Lewis and Clark and Me: A Dog’s Tale</i> by Laurie Myers and <i>How We Crossed the West: The Adventures of Lewis and Clark</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Index cards ● Markers ● Completed storyboard handout ● Reading log 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● none 	

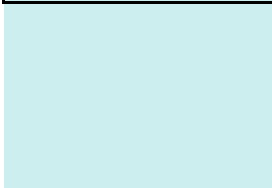
Lesson Overview

Lesson Number	Lesson 40: Extension Task - Editing and Publishing		Modified Lesson Overview
Description	In this lesson, students complete their final drafts of their narrative based on an excerpt from <i>How We Crossed the West: The Adventures of Lewis and Clark</i> . Students will also demonstrate understanding of Lewis and Clark’s adventures as they explored the Louisiana Territory from Seaman’s point of view.		Task is optional
Let’s Express Our Understanding	Write your final draft. Ensure you: refer to the Grade 3 Writing Rubric. <ul style="list-style-type: none"> ● make the edits and revisions you identified on your first draft. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their revised rough draft to write their final draft? ● Can students provide evidence such as details and examples from the text in their response? 		
Text(s)	none		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A revised first draft ● Grade 3 Writing Rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool ● Exemplar student response ● Shared writing ● Students examples 	

Section Overview

Section Number	11		Modified Section Overview
Description	Louisiana Purchase		
Assessment	<p>Students will complete Cold Read Assessment - multiple choice and essay response</p> <p>Culminating task connections: none</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student read and understand complex grade level 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? 		<p>Culminating task connections: None</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well can students (with assistance) read and understand text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student respond to questions and demonstrate understanding of a topic?
Section Length	3		3 lessons (3 optional)
Additional Supports for Diverse Learners	<p>Before:</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: Student Response Modes – <u>ELA</u></p> <ul style="list-style-type: none"> IEP Goals Assistive Technology <u>English Language Arts Guidebook Reading Support</u> Word lists (e.g., passage-specific words and high frequency words) <u>Louisiana Connectors</u> Let’s Set the Context video

			<ul style="list-style-type: none">○ <i>“What was the Louisiana Purchase”</i>● Let’s Set the Context video<ul style="list-style-type: none">○ “The Port of New Orleans”
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		



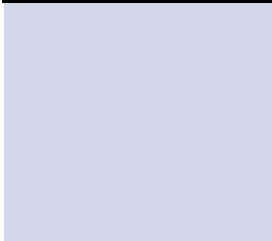
Lesson Overview

Lesson Overview			
Lesson Number	Lesson 41: Cold Read Task, multiple-choice questions		Modified Lesson Overview
Description	In this lesson, students will read two new texts to demonstrate their ability to read, understand, and express understanding of the text.		Task is optional
Let's Express Our Understanding	Students will complete a cold read assessment.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read, understand and express understanding of complex text? 		
Text(s)	"Traveling with Lewis and Clark" by Barbara Radner		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Cold Read task ● Cold read answer sheet 	<ul style="list-style-type: none"> ● Any necessary accommodations 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 42: Cold Read Task, multiple-choice questions		Modified Lesson Overview
Description	In this lesson, students will read two new texts to demonstrate their ability to read, understand, and express understanding of the text.		In this lesson, students will read two new texts to demonstrate their ability to read, understand, and express understanding of the text.
Let's Express Our Understanding	Students will continue to work on cold read assessment.		Students will continue to work on cold read assessment.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand, and express their understanding of complex text? 		<ul style="list-style-type: none"> Can students read, understand, and express their understanding of complex text?
Text(s)	"American Explorers" by Barbara Radner		"American Explorers" by Barbara Radner
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Cold read task Partially completed cold read answer sheet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Any necessary accommodations 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: "American Explorers" by Barbara Radner Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide <ul style="list-style-type: none"> Section 11 of Grade 3 Louisiana Purchase Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

			<p>answers. (LC.RI.3.1a)</p> <ul style="list-style-type: none">● Sequence events that unfold naturally. (LC.W.3.3b)● Words, phrases, and sentences representing key events and interactions with characters● Vocabulary words and student-friendly definitions
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		



Lesson Overview

Lesson Number	Lesson 43: Cold Read Task, essay response		Modified Lesson Overview
Description	In this lesson, students read two new texts to demonstrate their ability to read, understand, and express understanding of the text.		In this lesson, students read two new texts to demonstrate their ability to read, understand, and express understanding of the text.
Let's Express Our Understanding	Students will complete a cold read assessment essay response.		Students will complete a cold read assessment essay response.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand, and express understanding of a new complex text. 		<ul style="list-style-type: none"> Can students read, understand, and express understanding of a new complex text.
Text(s)	"Traveling with Lewis and Clark" and "American Explorers" by Barbara Radner		"Traveling with Lewis and Clark" and "American Explorers" by Barbara Radner
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Cold read task Partially completed answer sheet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Any necessary accommodations 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: "Traveling with Lewis and Clark" and "American Explorers" by Barbara Radner Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide <ul style="list-style-type: none"> Section 11 of Grade 3 Louisiana Purchase Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) Answer questions to demonstrate understanding of a

			<p>text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)</p> <ul style="list-style-type: none">● Sequence events that unfold naturally. (LC.W.3.3b)● Words, phrases, and sentences representing key events and interactions with characters● Vocabulary words and student-friendly definitions
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

