

## **Grade 4 – American Revolution**

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



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

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

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

*Happy piloting!*

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

[ELA Companion Resources Survey](#)

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

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

### Grade 4, Unit 4 - American Revolution

Unit Overview		
Grade	4	Modified Unit Overview
Guidebook Text	American Revolution	Original and adapted versions of <i>American Revolution</i>
Unit Description	We will read <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore and a series of related literary and informational texts to explore the question: How can debate about different points of view lead to building common ground? We will express our understanding through an essay that analyzes the reasoning and justification of the American Colonists in declaring war against England.	Students with significant cognitive disabilities will have access to both the Use Original and adapted versions of <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore and a series of related literary and informational texts to explore the question: <i>How can debate about different points of view lead to building common ground?</i> We will express our understanding through a permanent product that analyzes the reasoning and justification of the American Colonists in declaring war against England.
Essential Question	How was the Revolutionary War much more than just a war for independence?	<i>How was the Revolutionary War much more than just a war for independence?</i>
Culminating Task	<p>Were the colonists justified in declaring their independence and fighting the Revolutionary War?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> <li>● Review the unit texts.</li> <li>● Create a list of reasons and evidence why the colonists declared their independence.</li> <li>● Create a list of reasons and evidence why the British felt they had the right to govern the colonies.</li> </ul>	<p>The students will argue whether or not the colonists were justified in declaring their independence and fighting the Revolutionary War.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> <li>● Review the unit texts.</li> <li>● Identify, discuss, and create a list of reasons and evidence why the colonists declared their independence.</li> </ul>

	<ul style="list-style-type: none"> <li>Determine whether the colonists were right or wrong to declare their independence.</li> </ul> <p>Write an essay stating whether you believe the colonists were justified in declaring their independence and fighting the Revolutionary War. Support your opinion with reasons and information from unit texts and use linking words (e.g., <i>for instance, in addition</i>) to connect your opinion and reasons. Also, be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>	<ul style="list-style-type: none"> <li>Identify, discuss, and create a list of reasons and evidence why the British felt they had the right to govern the colonies.</li> <li>Determine whether the colonists were right or wrong to declare their independence.</li> </ul> <p>Write a permanent product stating whether you believe the colonists were justified in declaring their independence and fighting the Revolutionary War. Support your opinion with reasons and information from unit texts and use linking words (e.g., <i>for instance, in addition</i>) to connect your opinion and reasons. Also, be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>
Sections & Lessons	11 Sections, 40 lessons	7 Sections, 23 lessons

Assessment Overview			
Guidebook Assessment			Modified Assessment Overview
Culminating Writing Task	Students write an essay stating whether they believe the colonists were justified in declaring their independence and fighting the	<ul style="list-style-type: none"> <li>Culminating writing task directions</li> </ul>	The students will create a permanent product that states whether they believe the colonists were justified in declaring their independence and fighting the Revolutionary War. They will also support their argument with reasons and information

	<p>Revolutionary War. They support their opinion with reasons and information from unit texts and use linking words.</p>	<ul style="list-style-type: none"> <li>● Exemplar student response</li> <li>● Grade 4-5 writing rubric</li> </ul>	<p>from unit texts and use linking words.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> <li>● Compare and contrast the views of declaring colonists independence and fighting in the Revolutionary war and where evidence supports each idea or if there is irrelevant or insufficient evidence.</li> <li>● Determine a stand on whether the colonists were justified or not.</li> <li>● Identify places in the text in which the students opinion is supported with reasons and information.</li> </ul> <p>Your permanent product should state and logically support a claim about whether they believe the colonists were justified in declaring their independence and fighting the Revolutionary War. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence. Your product should also include linking words.</p>
<p>Cold-Read Task</p>	<p>Students read “Colonization and the Revolutionary War: The Declaration of Independence” and “The Landlord’s Mistake.” Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer key</li> <li>● Answer sheet</li> <li>● Grade 4-5 writing rubric</li> </ul>	<p>This will be optional.</p>

Extension Task	Students will prepare for and participate in a debate to answer the following question: Was the Revolutionary War a war for freedom or a war of treason?	<ul style="list-style-type: none"> <li>● Extension task directions-- Loyalist</li> <li>● Extension task directions-- Patriot</li> <li>● Exemplar student response-- Patriot</li> <li>● Exemplar response-- Loyalist</li> <li>● Debate rubric</li> </ul>	This will be optional.
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Section Overview		
Section Number	1	<b>Modified Section Overview</b>
Description	<i>American Revolution</i>	Original and adapted versions of <i>American Revolution</i>

<p>Assessment</p>	<p>Students write a response to one of the following questions :          “Why was America a land of opportunity for colonists?” “Why were the British and colonists allies in the French and Indian War?” “What were the results of the French and Indian War?”</p> <p><b>Culminating task connections:</b>          Students demonstrate their understanding of the motivations of and interactions between two colonists and the British. This prepares students to analyze the colonists' justifications for declaring their independence and fighting the Revolutionary War.</p> <p>Students also demonstrate their ability to gather and organize evidence. This prepares students to justify their answers when writing a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the relationship dynamics between the British and the colonists?</li> <li>● How well does the student explain the results of the French and Indian War?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student respond to questions to demonstrate understanding of texts and topics?</li> <li>● How well does the student determine the meaning of words and phrases as they are used in a text?</li> </ul>	<p>Students write or dictate 2-4 sentence response to the following question: “Why was America a land of opportunity for colonists?”, “Why were the British and colonists allies in the French and Indian War?”, or “What were the results of the French and Indian War?”</p> <p><b>Culminating task connections:</b>          Students explain their understanding of the motivations of and interactions between colonists and the British. This prepares students to study the colonists' justifications for declaring their independence and fighting the Revolutionary War.</p> <p>Students also demonstrate their ability to identify, locate, and organize evidence. This prepares students to justify their answers when writing or dictating their multi-paragraph opinion essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify with the relationship between American Colonists and Britain before the Revolutionary war?</li> <li>● How well does the student describe the results of the French and Indian War?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student participate in discussions and respond to questions on understanding the text and topics?</li> <li>● How well does the student determine the meaning of words and phrases using as they are used in a text?</li> </ul>
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Section Length	2 Lessons		2 lessons
Additional Supports for Diverse Learners			<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 1 : Introduction to <i>American Revolution</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students examine the cover art of <i>If You Lived at the Time of the American Revolution</i> by Kay Moore read pages 2-5 of	In this lesson, the student examines the cover art of <i>If You Lived at the Time of the American Revolution</i> by Kay Moore

	<p><i>“Liberty!: How the Revolutionary War Began”</i> by Lucille Recht Penner. Students also prepare to complete the End-of-Unit Tasks by analyzing the unit’s focus questions.</p>		<p>and reads or is read to pages 2-5 of <i>“Liberty!: How the Revolutionary War Began”</i> by Lucille Recht Penner and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>● Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions (<a href="#">LC.RI.4.7a</a>).</li> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> </ul>
<p>Let’s Express Our Understanding</p>	<p>Reread pages 2-5 of <i>Liberty!</i> With a partner and answer one of the following questions in your reading log.</p> <ul style="list-style-type: none"> <li>● Why was America a land of opportunity for colonists?</li> <li>● Why were the British and colonists allies in the French and Indian War?</li> <li>● What were the results of the French and Indian War?</li> </ul>		<p>With a partner, reread pages 2-5 of <i>Liberty!</i> Answer one of the following questions in your reading log:</p> <ul style="list-style-type: none"> <li>● Why was America a land of opportunity for colonists?</li> <li>● Why were the British and colonists allies in the French and Indian War?</li> </ul>
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> <li>● Can the student describe what the relationship was between American colonists and Britain prior to the Revolutionary War?</li> <li>● Can the student recognize and interpret words and phrases to deepen their understanding of texts?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify what type of relationship American colonists had with Britain before the Revolutionary war?</li> <li>● Can the student recognize words and phrases to deepen their understanding of texts?</li> <li>● Can the student interpret words and phrases to deepen their understanding of texts?</li> </ul>
<p>Text(s)</p>	<ul style="list-style-type: none"> <li>● <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore</li> <li>● <i>Liberty!: How the Revolutionary War Began</i> by Lucille Recht Penner</li> </ul>		<ul style="list-style-type: none"> <li>● <i>...If You Lived at the Time of the American Revolution</i> by Kay Moore</li> <li>● <i>Liberty!: How the Revolutionary War Began</i> by Lucille Recht Penner</li> </ul>
<p>Materials</p>	<p>Lesson Materials:</p>	<p>Possible Supports During the</p>	<p>Additional Supports for SWSCDs:</p>



	<ul style="list-style-type: none"> <li>● Reading log</li> <li>● Image Analysis handout</li> <li>● Vocabulary Chart</li> <li>● Teacher Talk Moves</li> <li>● OPTIC Handout</li> </ul>	<p>Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● Transitions tool</li> <li>● Evidence sentence starters</li> <li>● <a href="#">Choral Reading/Echo Reading</a></li> </ul>	<ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.7a</a>: <ul style="list-style-type: none"> <li>• Highlighted information</li> <li>• Add images to information presented visually</li> <li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li> <li>• Interactive whiteboard</li> <li>• Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)</li> <li>• Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map</li> <li>• Black and white illustrations of key elements in the story</li> <li>• Prepared objects, pictures, words, sentence strips,</li> </ul> </li> </ul>
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			or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
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Lesson Number	Lesson 2: "Liberty! How the Revolutionary War Began!"	Modified Lesson Overview
Description	In this lesson, students will reread pages 2-9 of " <i>Liberty!</i> " with a partner and record events or ideas that led to the Revolution on the split-page notes handout.	In this lesson, students will reread pages 2-9 of " <i>Liberty!</i> " and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>● Refer to details and examples in a text when drawing basic inferences from an informational text (<a href="#">LC.RI.4.1b</a>).</li> </ul>
Let's Express Our Understanding	As you read pages 2-9 of " <i>Liberty!</i> ", you will record important events or ideas that led to the Revolution on the split-page Handout.	Read or be read pages 2-9 of " <i>Liberty!</i> " and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Record or dictate at least 1 important event that led to the Revolution on the split-page Handout.</li> <li>● Record or dictate at least 1 important idea that led to the Revolution on the split-page Handout.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify events that contributed to the change in American Colonists' attitudes towards British rule?</li> <li>● Can students gather evidence and record details from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student locate an event that helped to change the American Colonists' attitudes towards British rule?</li> <li>● Can the student locate an idea that helped to change the American Colonists' attitudes towards British rule?</li> <li>● Can the student gather evidence from the text?</li> </ul>

			<ul style="list-style-type: none"> <li>• Can the student record or dictate details from the text?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>• “...If You Lived at the Time of the American Revolution” by Kay Moore</li> <li>• “Liberty!: How the Revolutionary War Began” by Lucille Recht Penner</li> </ul>		<ul style="list-style-type: none"> <li>• “...If You Lived at the Time of the American Revolution” by Kay Moore</li> <li>• “Liberty!: How the Revolutionary War Began” by Lucille Recht Penner</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• American Revolution timeline</li> <li>• <i>Liberty!</i> Split-page handout</li> <li>• Reading Log</li> <li>• Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Model Split-Page Notes</li> <li>• Model how to determine which events to pull from the text</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.1b</a>: <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Highlighted text</li> </ul>
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Section Overview		
Section Number	2	<b>Modified Section Overview</b>
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students create and present a brief presentation to the question: “Who were the American Colonists?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the colonists and their interactions with the British. This prepares students to analyze the motives of the colonists' behaviors.</p> <p>Students also demonstrate their ability to develop a response by integrating the information that has been gathered. This prepares students to identify and provide evidence of their claims.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student respond to questions to</li> </ul>	<p>Students create a 2-4 sentence presentation in response to the question: “Who were the American Colonists?”. The presentation will be displayed within a small group, and it will be explained and discussed.</p> <p><b>Culminating task connections:</b> Students describe their understanding of the colonists and their interactions with the British. This prepares students to explore the motives of the colonists' behaviors.</p> <p>Students also demonstrate their ability to develop a response by merging the information that has been gathered. This prepares students to identify and provide evidence of their claims.</p>

	<p>demonstrate understanding of the text and topics?</p> <ul style="list-style-type: none"> <li>● How well does the student interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful and defensible claims for an argument that represent valid, evidence-based analysis?</li> <li>● How well does the student refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text to describe the events that led to the American Revolution ?</li> </ul>	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student participate in group discussions of the text and topics?</li> <li>● How well does the student convert key statements to their own words to answer text related questions?</li> <li>● How well does the student use information presented visually and how the information connects to the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful and defensible claims for an argument that represent valid, evidence-based analysis?</li> <li>● How well does the student identify details and examples in a text when explaining what the text says and when drawing inferences from the text to describe the events that led to the American Revolution ?</li> </ul>	
Section Length	4 Lessons		4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>Excerpt from The Story of Young Abraham Lincoln by Wayne</p>	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> <li>● Protocol for Explicitly Teaching Vocabulary</li> <li>● Vocabulary Task for <ul style="list-style-type: none"> <li>○ “Colonies”</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> </ul>

	<p>Whipple</p> <ul style="list-style-type: none"> <li>Support for Knowledge Demands <ul style="list-style-type: none"> <li>Let's Set the Context video <a href="#">"Who Were the Colonists"</a></li> </ul> </li> </ul>	<p>Support for Meaning</p> <ul style="list-style-type: none"> <li>With Lesson 3, ask the text-dependent questions in the chart on pg.2 in the Diverse Learners Support Doc for Section 2</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">English Language Arts Guidebook Reading Support</a></li> <li>Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>Writing rubric/criteria for development and evaluation of a response</li> <li>Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 3: Identify each side of the conflict	<b>Modified Lesson Overview</b>
Description	In this lesson, students read the first five sections of <i>"...If You Lived at the Time of the American Revolution"</i> by Kay Moore and examine illustrations to determine the colonists feelings based on illustrations.	<p>In this lesson, students read the first five sections of <i>"...If You Lived at the Time of the American Revolution"</i> by Kay Moore and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>Identify supporting details of an informational text (<a href="#">LC.RI.4.2b</a>).</li> </ul>
Let's Express Our Understanding	Referencing the notes taken while reading, respond to the following questions: "Why might the colonists on the left side of	<p>With assistance as needed, referencing the notes taken while reading, the student will respond to the following questions:</p> <ol style="list-style-type: none"> <li>"Why might the colonists on the left side of the</li> </ol>

	the image be upset?” and “Why might the colonists on the right side of the image be excited?”	image be upset?” 2. “Why might the colonists on the right side of the image be excited?”	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students respond to questions to demonstrate understanding of the text and topics?</li> <li>● Can students rephrase key statements to answer text related questions?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student respond to questions accurately ? <ul style="list-style-type: none"> <li>○ locate information in text</li> <li>○ state responses in their own words</li> </ul> </li> </ul>	
Text(s)	“If You Lived at the Time of the American Revolution” by Kay Moore	“If You Lived at the Time of the American Revolution” by Kay Moore	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Vocabulary chart</li> <li>● Reading Log</li> <li>● Conversation stems handout</li> <li>● OPTIC Handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● Paired/partner Reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.2b</a>: <ul style="list-style-type: none"> <li>● Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>● Sentence strips that reflect supporting details about the topic</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 4: Integrate information from two sources	Modified Lesson Overview
Description	In this lesson, students reread the first five sections of “ <i>...If you Lived at the Time of the American Revolution</i> ” by Kay Moore and gather information about the events leading to the American Revolution.	<p>In this lesson, students reread the first five sections of “<i>...If you Lived at the Time of the American Revolution</i>” by Kay Moore and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>• Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (<a href="#">LC.RI.4.7c</a>).</li> </ul>



Let's Express Our Understanding	Referencing the cover art, students will answer the following questions: "Why might the colonists on the left side of the image be upset?" and "Why might the colonists on the right side of the image be excited?"		With assistance as needed, referencing the cover art, the student will answer the following questions: 1. "Why might the colonists on the left side of the image be upset?" 2. "Why might the colonists on the right side of the image be excited?"
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears?</li> <li>● Can the student refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text to describe the events that led to the American Revolution ?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student interpret information presented visually?</li> <li>● Can the student describe how the picture helps them to understand the text?</li> <li>● Can the student locate details in a text when explaining what the text says?</li> <li>● Can the student locate examples in a text when explaining what the text says?</li> <li>● Can the student draw inferences from the text to describe the events that led to the American Revolution ?</li> </ul>
Text(s)	<i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore		<i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● <i>"...If you Lived "</i> split-page notes handout</li> <li>● <i>"Liberty"</i> split-page notes</li> <li>● American Revolution Timeline</li> <li>● Reading Log</li> <li>● Teacher talk moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Fluency task - Excerpt from <i>"... If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key</li> </ul>

			<p>concepts covered in the lesson</p> <ul style="list-style-type: none"><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.7c</a>:<ul style="list-style-type: none"><li>• Highlighted information</li><li>• Add images to information presented visually</li><li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li><li>• Interactive whiteboard</li><li>• Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper)</li><li>• Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map</li><li>• Black and white illustrations of key elements in the story</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul>
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**Lesson Overview**

Lesson Number	Lesson 5: Who were the American colonists?		Modified Lesson Overview
Description	In this lesson, students create a presentation about the American Colonists using the information gathered from <i>“Liberty”</i> and <i>“...If You Lived”</i> .		In this lesson, with assistance as needed, the student creates a presentation about the American Colonists using the information gathered from <i>“Liberty”</i> and <i>“...If You Lived”</i> . <ul style="list-style-type: none"> <li>Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably (<a href="#">LC.RI.4.9b</a>).</li> </ul>
Let’s Express Our Understanding	Referring to specific details and examples write one reason the Colonists supported Great Britain and write one reason colonists rebelled against Great Britain.		Match specific details and examples: <ol style="list-style-type: none"> <li>one reason the colonists supported Great Britain</li> <li>one reason colonists rebelled against Great Britain</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can the student describe colonists in depth, drawing on specific details in the texts?</li> <li>Can the student refer to details and examples in a text to support the reason the Colonists had to either support or not support Great Britain?</li> </ul>		<ul style="list-style-type: none"> <li>Can the student describe the colonists using details in the texts?</li> <li>Can the student match details and examples in a text to : <ul style="list-style-type: none"> <li>support the reason the Colonists were for Great Britain?</li> <li>support the reason the Colonists were NOT for Great Britain?</li> </ul> </li> </ul>
Text(s)	<ul style="list-style-type: none"> <li><i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> <li><i>“Liberty”</i> by Lucille Recht Penner</li> </ul>		<ul style="list-style-type: none"> <li><i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> <li><i>“Liberty”</i> by Lucille Recht Penner</li> </ul>
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Reading Log</li> <li>American Revolution timeline</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>Let’s Set the Context (1)</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> </ul>

	<ul style="list-style-type: none"><li>● Notebook Paper</li><li>● Materials for a visual paper</li></ul>	<ul style="list-style-type: none"><li>● Conversation stems tool</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Diverse Learners Guide</a></li><li>● Diverse Learners Guide - Section 02 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.9b</a>:<ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Various informational Texts</li><li>• Interactive White Board</li><li>• Highlighted information within the text</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Picture icons on graphic organizers to support non-readers and visual learners</li><li>• Peer support, collaborative grouping</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>Clearly differentiated multiple-choice answers</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 6: Present information on the colonists	Modified Lesson Overview
Description	In this lesson, students deliver the presentations from Lesson 5 and use gathered information to reflect on unit focus questions.	In this lesson, the student delivers the presentations from Lesson 5. <ul style="list-style-type: none"> <li>Report out about two or more texts on the same self-selected topic (<a href="#">LC.RI.4.9a</a>).</li> </ul>
Let's Express Our Understanding	Formulate a response to the first unit focus question. "What factors did colonists weigh when making decisions up to and during the American Revolution? Include details from the texts and the index card timeline.	With assistance as needed, formulate a response to the first unit focus question. <ol style="list-style-type: none"> <li>"What factors did colonists look at when making decisions: <ol style="list-style-type: none"> <li>before the American Revolution?</li> <li>during the American Revolution?</li> <li>Include details from the texts.</li> <li>Include details from the index card timeline.</li> </ol> </li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can the student describe colonists in depth, drawing on specific details in the texts?</li> <li>Can the student integrate information from distinct resources to answer the unit focus question?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student describe colonists using details from the texts?</li> <li>Can the student integrate information from both sources to answer the unit focus question?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>"If You Lived at the Time of the American Revolution" by Kay Moore</li> </ul>	<ul style="list-style-type: none"> <li>"If You Lived at the Time of the American Revolution" by Kay Moore</li> </ul>

	<ul style="list-style-type: none"> <li>• “<i>Liberty</i>” by Lucille Recht Penner</li> </ul>		<ul style="list-style-type: none"> <li>• “<i>Liberty</i>” by Lucille Recht Penner</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Presentation and Visual Displays</li> <li>• Presentation Notes Handout</li> <li>• Unit Focus Questions</li> <li>• Reading Log</li> <li>• Anchor Chart - Unit Focus Questions</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Let’s Set the Context (1)</li> <li>• Conversation stems</li> <li>• Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Diverse Learners Guide - Section 02 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.9a</a>:</li> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> <li>• Highlighted information within the text</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> </ul>

			<ul style="list-style-type: none"> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Clearly differentiated multiple-choice answers</li> </ul>
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Section Overview		
Section Number	3	<b>Modified Section Overview</b>
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students draft a response to the question: “Which side, Loyalist or Patriot, had the best argument in the American Revolution?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of evaluating conflictive situations between the Loyalists and the Patriots. This prepares students to develop and support their arguments with evidence.</p>	<p>Students draft or dictate a 2-4 sentence response to the question: “Which side, Loyalist or Patriot, had the best reason to fight in the American Revolution?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of comparing and contrasting conflictive situations between the Loyalists and the Patriots. This prepares students to develop and support their argument with evidence.</p>

	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify possible reasons for the conflict between the Loyalists and Patriots?</li> <li>• How well does the student identify possible causes for the American Revolution?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student produce an opinion piece on the American Revolution that introduces the topic, states an opinion, and groups related ideas together?</li> <li>• How well does the student analyze the relationships among the details of a text and how they develop a narrator’s or speaker’s point of view?</li> </ul>	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write or dictate a permanent product.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify the conflicts between the Loyalists and Patriots?</li> <li>• How well does the student identify at least one reason for the conflict between the Loyalists and Patriots?</li> <li>• How well does the student describe possible causes for the American Revolution?</li> <li>•</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student introduce and state an opinion clearly?</li> <li>• How well does the student identify the relationships among the details of a text and how they develop a narrator’s or speaker’s point of view?</li> </ul>	
Section Length	6 Lessons		6 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>• Support for Foundational Skills</li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>American Revolution</i></li> <li>• <a href="#">Louisiana Connectors</a></li> </ul>



	<ul style="list-style-type: none"> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> <i>“Two Brothers Remember Lives Spent With Liberty” by NPR Staff</i> </li> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Let’s Set the Context video</li> </ul> <a href="#">“What Were the Colonists Fighting For”</a>   <a href="#">“How is a Democracy Different Than a Monarchy”</a> </li> </ul>	<p>Protocol for Explicitly Teaching Vocabulary</p> <p>Vocabulary Task for</p> <ul style="list-style-type: none"> <li>○ Support for Meaning</li> </ul> <p>With Lesson 7, ask the text-dependent questions in the chart on pg.2 in the Diverse Learners Support Doc for Section 3</p> <p>Mentor Sentence Language Task for <i>...If You Lived at the Time of the American Revolution</i></p>	<ul style="list-style-type: none"> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 7: Learn about Patriots and Loyalists	<b>Modified Lesson Overview</b>
Description	In this lesson, students read sections five through ten of <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore to learn about each side of the Conflict in the American Revolution and complete the three-column chart and answer the post-	In this lesson ,the student reads or is read to sections five through ten of <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore and, as needed, an <a href="#">adapted version</a> .

	reading questions.	<ul style="list-style-type: none"> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>● Refer to details and examples in a text when drawing basic inferences from an informational text (<a href="#">LC.RI.4.1b</a>).</li> </ul>	
Let's Express Our Understanding	Answer the post-reading questions in complete sentences.	Answer the post-reading questions in complete sentences	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student distinguish the differences between the Loyalists and Patriots?</li> <li>● Can the student identify possible reasons for the conflict between the Loyalists and Patriots?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student identify the Loyalists?</li> <li>● Can the student identify the Patriots?</li> <li>● Can the student identify a possible reason for the Loyalists and Patriots to fight?</li> </ul>	
Text(s)	<i>"If You Lived at the Time of the American Revolution"</i> by Kay Moore	<i>"If You Lived at the Time of the American Revolution"</i> by Kay Moore	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● The three-column chart</li> <li>● Post-reading questions</li> <li>● American Revolution Timeline</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Paired/partner reading</li> <li>● Rephrase key statements from the text</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.1b</a>:</li> </ul>

			<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Highlighted text</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 8: "George vs. George"	<b>Modified Lesson Overview</b>
Description	In this lesson, students read about King George and explain why the British were concerned about the uprising in America.	<p>In this lesson, students listen to a read aloud about King George from "<i>George vs. George</i>" by Rosalyn Schanzer.</p> <ul style="list-style-type: none"> <li>• Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>• Refer to details and examples in a text when drawing basic inferences from an informational text (<a href="#">LC.RI.4.1b</a>).</li> </ul>

Let's Express Our Understanding	Explain why the British were concerned about the uprising in America. Support answers with evidence or examples from the previous texts.		Discuss why the British were worried about the uprising in America. Support answers with evidence or examples from the previous texts.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student identify possible causes for the American Revolution?</li> <li>● Can the student integrate information from two texts on the same topic?</li> <li>● Can the student analyze the development of the text using the author's language ?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student locate a possible cause for the American Revolution?</li> <li>● Can the student integrate information from two texts on the same topic?</li> <li>● Can the student look over the development of the text using the author's language ?</li> </ul>
Text(s)	"George vs. George" by Rosalyn Schanzer - Read Aloud Text (projected)		"George vs. George" by Rosalyn Schanzer - Read Aloud Text (projected)
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Three-column chart</li> <li>● Post-reading questions</li> <li>● Vocabulary chart</li> <li>● Reading Log</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="http://membean.com/treelist">http://membean.com/treelist</a></li> <li>● Conversation stems tool</li> <li>● <a href="#">Audio Recording</a> of <i>George vs George</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.1b</a>: <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Interactive White Board</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Highlighted text</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 9: Summarize a text using academic vocabulary	<b>Modified Lesson Overview</b>
Description	In this lesson, students read about the conflictive sides of the American Revolution in <i>George vs. George</i> and summarize the events of the revolution using relevant terminology.	<p>In this lesson, the student reads or is read to the conflictive sides of the American Revolution in <i>George vs. George</i>.</p> <ul style="list-style-type: none"> <li>• Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area (<a href="#">LC.RI.4.4</a>).</li> <li>• Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> </ul>
Let's Express Our Understanding	Summarize Great Britain's role in the American Revolution using the Word Display Slide.	With assistance as needed, using the Word Display slide, summarize the role Great Britain played in the American

		Revolution.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student recognize the possible causes for the American Revolution?</li> <li>● Can the student interpret information presented visually or orally?</li> <li>● Can the student refer to the academic vocabulary to construct a response?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student see the causes for the American Revolution?</li> <li>● Can the student understand information presented visually or orally?</li> <li>● Can the student use the academic vocabulary to construct a response?</li> </ul>	
Text(s)	"George vs. George" by Rosalyn Schanzer - Read Aloud Text (projected)	"George vs. George" by Rosalyn Schanzer - Read Aloud Text (projected)	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Three-column chart</li> <li>● Post-reading questions</li> <li>● Vocabulary chart</li> <li>● Reading Log</li> <li>● Conversation Stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Recording</a> of <i>George vs George</i></li> <li>● Conversation stems tool</li> <li>● Word Display</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> </ul>

Lesson Overview		
Lesson Number	Lesson 10: Understand each side of the conflict	<b>Modified Lesson Overview</b>

Description	<p>In this lesson, students continue to read about each side of the conflict and the events that led to the Revolutionary War in “George vs. George”.</p>		<p>In this lesson, the student continues to read or be read to about each side of the conflict and the events that led to the Revolutionary War in “George vs. George”.</p> <ul style="list-style-type: none"> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> <li>● Identify reasons that the author uses to support ideas in an informational text (<a href="#">LC.RI.4.8b</a>).</li> </ul>
Let’s Express Our Understanding	<p>Respond the following question in the reading log:</p> <ul style="list-style-type: none"> <li>● What does the author want us to learn by reading “George vs. George” ?</li> </ul>		<p>With assistance as needed, respond the following question in the reading log:</p> <ul style="list-style-type: none"> <li>● What does the author want us to learn by reading “George vs. George” ?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student determine the main idea of the text?</li> <li>● Can the student support the main idea with key details?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student select the main idea of the text?</li> <li>● Can the student support the main idea with a key detail?</li> </ul>
Text(s)	<p>“George vs. George” by Rosalyn Schanzer - Read Aloud Text (projected)</p>		<p>“George vs. George” by Rosalyn Schanzer - Read Aloud Text (projected)</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading Log</li> <li>● Conversation Stems</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Recording</a> of <i>George vs George</i></li> <li>● Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> </ul>

			<p><a href="#">LC.RI.4.8b:</a></p> <ul style="list-style-type: none"><li>• Highlighted headings, key words or sentences</li><li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Add images that represent important information</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Graphic organizers</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>• Peer support, collaborative grouping</li></ul>
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Lesson Number	Lesson 11: Write an opinion Paragraph		Modified Lesson Overview
Description	<p>In this lesson, students develop an opinion about which side of the conflict in the American Revolution had the best argument. Students locate evidence to support their opinion and write a thesis statement and an outline for an opinion paragraph.</p>		<p>In this lesson, the student forms an opinion about which side of the conflict in the American Revolution had the best argument.</p> <ul style="list-style-type: none"> <li>● Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably (<a href="#">LC.RI.4.9b</a>).</li> <li>● Identify facts that an author uses to support a specific point or opinion (<a href="#">LC.RI.4.8c</a>).</li> </ul>
Let's Express Our Understanding	<p>Develop a thesis statement (main idea) and use the evidence chart to identify 1-2 reasons to support your opinion.</p>		<p>With assistance as needed, form a main idea.</p> <ul style="list-style-type: none"> <li>● use the evidence chart to identify a reason to support your opinion</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student introduce and state an opinion clearly?</li> <li>● Can the student integrate information from various texts on the same topic?</li> <li>● Can the student explain the conflicts in the American Revolution?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student introduce an opinion?</li> <li>● Can the student state an opinion?</li> <li>● Can the student merge information from 2 or more texts on the same topic?</li> <li>● Can the student identify the conflicts in the American Revolution?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>“George vs. George”</i> by Rosalyn Schanzer</li> <li>● <i>“Liberty”</i> by Lucille Recht Penner</li> <li>● <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> </ul>		<ul style="list-style-type: none"> <li>● <i>“George vs. George”</i> by Rosalyn Schanzer</li> <li>● <i>“Liberty”</i> by Lucille Recht Penner</li> <li>● <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Notes</li> <li>● Index Card timeline</li> <li>● Reading Log</li> <li>● Evidence Chart</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Recording</a> of <i>George vs George</i></li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> </ul>

	<ul style="list-style-type: none"><li>• Main Idea Sentence Handout</li><li>• Teacher Talk Moves</li></ul>	tool	<ul style="list-style-type: none"><li>• <a href="#">Diverse Learners Guide</a></li><li>• Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.8c</a>:<ul style="list-style-type: none"><li>• Highlighted headings, key words or sentences</li><li>• Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Add images that represent important information</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Graphic organizers</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide</li></ul></li></ul>
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			<p>access to content and facilitate responding</p> <ul style="list-style-type: none"> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 12: Work collaboratively to edit writing	Modified Lesson Overview
Description	In this lesson, students write and revise an opinion paragraph in response to the question: Which side, Loyalist or Patriot, had the best argument in the American Revolution?	<p>In this lesson, students write or dictate and revise an opinion paragraph.</p> <ul style="list-style-type: none"> <li>• Identify facts that an author uses to support a specific point or opinion (<a href="#">LC.RI.4.8c</a>).</li> <li>• Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably (<a href="#">LC.RI.4.9b</a>).</li> <li>• Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together (<a href="#">LC.W.4.1a</a>).</li> <li>• Use prepositional phrases when communicating (<a href="#">LC.L.4.1b</a>).</li> </ul>
Let's Express Our Understanding	<p>Read and revise the paragraph to ensure:</p> <ol style="list-style-type: none"> <li>1. There is a main idea sentence</li> <li>2. The reasons are logically ordered</li> <li>3. There is evidence to support each reason</li> <li>4. The paragraph has at least one prepositional phrase.</li> </ol>	<p>With assistance as needed, read or be read to and revise the paragraph to ensure:</p> <ol style="list-style-type: none"> <li>1. There is a main idea sentence.</li> <li>2. There is a reason.</li> <li>3. There is evidence to support the reason.</li> <li>4. The paragraph has at least one prepositional phrase.</li> </ol>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student produce an opinion piece on the American Revolution that introduces the topic, states an opinion, and groups related ideas together?</li> <li>● Can the student explain the use of a prepositional phrase?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student produce an opinion paragraph on the American Revolution that: <ul style="list-style-type: none"> <li>○ introduces the topic</li> <li>○ states an opinion</li> <li>○ has a supporting detail</li> </ul> </li> <li>● Can the student state the use of a prepositional phrase?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> <li>● <i>“Liberty”</i> by Lucille Recht Penner</li> <li>● <i>“George vs. George”</i> by Rosalyn Schanzer</li> </ul>		<ul style="list-style-type: none"> <li>● <i>“If You Lived at the Time of the American Revolution”</i> by Kay Moore</li> <li>● <i>“Liberty”</i> by Lucille Recht Penner</li> <li>● <i>“George vs. George”</i> by Rosalyn Schanzer</li> </ul>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Evidence chart</li> <li>● Main ideas sentences handout</li> <li>● Reading Log</li> <li>● (3) Highlighters - Green, Yellow and Blue</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Recording</a> of <i>“George vs. George”</i></li> <li>● Conversation stems tool</li> <li>● Organizational frame handout</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 03 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.9b</a>: <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board • Highlighted information</li> </ul> </li> </ul>

			<p>within the text</p> <ul style="list-style-type: none"> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Clearly differentiated multiple-choice answers</li> </ul>
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Section Overview		
Section Number	4	Section optional
Description	American Revolution	
Assessment	<p>Students initiate research to identify the conflicts within various events of the American Revolution.</p> <p><b>Culminating task connections:</b>            Students demonstrate their understanding of why researchers use multiple sources by identifying and comparing conflicts from two different sources. This prepares students to analyze the author’s craft when gathering information for the Writing Task.</p>	

	<p>Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student evaluate the specific claims, relevance and validity of the American Revolution Conflicts between the Patriots and the Loyalists?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student follow steps to complete a short research project?</li> </ul>		
Section Length	3 Lessons		3 lessons optional
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>Excerpt from “Paul Revere’s Ride” by Henry Wadsworth Longfellow</p>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language</li> </ul> <p>Protocol for Explicitly Teaching Vocabulary</p> <ul style="list-style-type: none"> <li>○ Support for Meaning</li> </ul> <p>Mentor Sentence Language Task for <i>...If You Lived at the Time of the American Revolution</i></p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>

	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.
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Lesson Overview			
Lesson Number	Lesson 13: Conduct Research		<b>Lesson is optional</b>
Description	In this lesson, students conduct a short research project using the unit focus questions to learn how each side of the conflict responded to various events of the American Revolution.		
Let's Express Our Understanding	Write one fact you learned about the American Revolution through the research.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student follow steps to complete a short research project?</li> <li>● Can the student evaluate the specific claims, relevance and validity of the American Revolution Conflicts between the Patriots and the Loyalists?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Liberty"</i> by Lucille Recht Penner</li> <li>● <i>"If You Lived at the Time of the American Revolution"</i> by Kay Moore</li> </ul>		
Materials	Lesson Materials <ul style="list-style-type: none"> <li>● Access to "Military Perspectives" from PBS.org</li> <li>● Research notes handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">"Military Perspectives"</a> - Audio</li> <li>● <a href="#">Audio Recording</a> of "George vs. George"</li> </ul>	

	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Reading Log</li> <li>• American Revolution timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Choral/Echo Reading</li> </ul>	
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Lesson Overview			
Lesson Number	Lesson 14: Conduct Research		Lesson is optional
Description	In this lesson, students continue to conduct a research project using the unit focus questions to express the conflicts within various events of the American Revolution.		
Let's Express Our Understanding	Write one fact you learned about the American Revolution through the research.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student follow steps to complete a short research project?</li> <li>• Can the student evaluate the specific claims, relevance and validity of the American Revolution Conflicts between the Patriots and the Loyalists?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>• <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>• <i>"Liberty"</i> by Lucille Recht Penner</li> <li>• <i>"If You Lived at the Time of the American Revolution"</i> by Kay Moore</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Access to "Military Perspectives" from</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <a href="#"><i>"Military Perspectives"</i></a></li> </ul>	



	PBS.org <ul style="list-style-type: none"> <li>● Research notes handout</li> <li>● Notes</li> <li>● Reading Log</li> <li>● American Revolution timeline</li> </ul>	- <i>Audio</i> <ul style="list-style-type: none"> <li>● Choral/Echo Reading</li> </ul>	
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Lesson Overview			
Lesson Number	Lesson 15: Share research findings		Lesson is optional
Description	In this lesson, students work collaboratively using their research notes to determine how each side of the conflict responded to events of the American Revolution.		
Let's Express Our Understanding	Rephrase and respond to the following question: <i>Why do researchers use multiple sources?</i>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student evaluate the specific claims, relevance and validity of the American Revolution Conflicts between the Patriots and the Loyalists?</li> <li>● Can the students find 3 distinct research sources?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● "...If You Lived at the Time of the American Revolution" by Kay Moore</li> <li>● "Liberty!" by Lucille Recht Penner</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Research notes handout</li> <li>● Group Response</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Group Responses</li> </ul>	

	Handout ● Reading Log		
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Section Overview		
Section Number	5	Section optional
Description	American Revolution	
Assessment	<p>Students write a response to the question: “How are the events of Paul Revere’s ride portrayed similarly and differently in the three texts?”</p> <p><b>Culminating task connections:</b>            Students demonstrate their understanding of interpreting points of view through various texts. This prepares students to analyze individual justifications for fighting in the Revolutionary War.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student interpret the same character points of view through various texts?</li> <li>● How well does the student identify the details of the events of Paul Revere’s ride change in the various texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student recognize and analyze syntax of texts to demonstrate understanding of texts and topics, support claims and develop ideas?</li> <li>● How well does the student analyze relationships among the details of a text and how they develop ideas?</li> </ul>	
Section Length	7 Lessons	7 lessons optional

Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 16: “And Then What Happened, Paul Revere?”	<b>Lesson is optional</b>
Description	In this lesson, students read portions of <i>And Then What Happened, Paul Revere?</i> by Jean Fritz to learn about Paul Revere and his role in the American Revolution.	

Let's Express Our Understanding	After modeling how to write a response, complete the second and third columns for the first row of the Evidence Chart Handout that is labeled: <i>And Then What Happened, Paul Revere?</i> .	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student recall relevant information from the text?</li> <li>• Can the student analyze how two or more texts address similar topics to compare the different approaches authors take?</li> <li>• Can the student explain how Paul Revere is portrayed in this text in comparison to the other texts?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>• <i>“And Then What Happened, Paul Revere?”</i> by Jean Fritz</li> </ul>	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Jigsaw directions</li> <li>• Reading Log</li> <li>• Conversation Stems</li> <li>• Evidence Chart</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Paired/Partner reading</li> <li>• Conversation stems tool</li> </ul>

Lesson Overview		
Lesson Number	Lesson 17: “Paul Revere’s Ride”	<b>Lesson is optional</b>
Description	In this lesson, students read and summarize “Paul Revere’s Ride” by Henry Wadsworth Longfellow to get a different perspective of the events of April 18, 1775.	
Let's Express Our Understanding	With a partner, create a timeline of events of Paul Revere’s ride and summarize the events of the poem on the summary of Paul Revere’s ride handout.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student summarize the events of the “Paul Revere’s Ride”?</li> <li>• Can the student interpret words and phrases as they are used in the poem?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>• “<i>Paul Revere’s Ride</i>” by Henry Wadsworth Longfellow</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• The summary of Paul Revere’s ride handout</li> <li>• Colored pencils or markers</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Paired/Partner Reading</li> </ul>

Lesson Overview		
Lesson Number	Lesson 18: Analyze a poem	<b>Lesson is optional</b>
Description	In this lesson, students analyze the language and details of “Paul Revere’s Ride” to determine a theme, and compare information provided by “Paul Revere’s Ride” and “One if by Land, Two if by Sea” from <i>Liberty!</i> to gain another perspective of the events on April 18, 1775.	
Let’s Express Our Understanding	After modeling how to write a response, complete the second and third columns for the second row of the Evidence Chart Handout that is labeled: “Paul Revere’s Ride”.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student interpret words and phrases as they are used in the poem?</li> </ul>	

	<ul style="list-style-type: none"> <li>● Can the student analyze how two or more texts address similar topics to compare the different approaches authors take?</li> <li>● Can the student explain how Paul Revere is portrayed in this text in comparison to the other texts?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>“Paul Revere’s Ride”</i> by Henry Wadsworth Longfellow</li> <li>● <i>“Liberty”</i> by Lucille Recht Penner</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Evidence Chart</li> <li>● Two different Colored Highlighters</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> </ul>

Lesson Overview		
Lesson Number	Lesson 19:Practice cold-read task	<b>Lesson is optional</b>
Description	In this lesson, students assess their abilities to read, understand and express their understanding of a complex text about the American Revolution.	
Let’s Express Our Understanding	Complete the remaining cells in the evidence chart to summarize how Paul Revere is portrayed and will compare how each text presents his ride.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student analyze how two or more texts address similar topics in order to build knowledge?</li> <li>● Can the student read and comprehend complex texts independently and proficiently?</li> </ul>	

Text(s)	<ul style="list-style-type: none"> <li>● <i>“One if by Land, Two if by Sea”</i> from <i>“Liberty!”</i> by Lucille Recht Penner</li> <li>● <i>“Paul Revere’s Ride”</i> by Henry Wadsworth Longfellow</li> </ul>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Practice cold-read task items</li> <li>● Practice cold-read task answer sheet</li> <li>● Evidence Chart</li> <li>● Notes</li> <li>● Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> </ul>	

<b>Lesson Overview</b>		
Lesson Number	Lesson 20: Compare different versions of Paul Revere’s ride	<b>Lesson is optional</b>
Description	In this lesson, students consider how three texts provide us with similar and different information about the same event, Paul Revere’s ride. Students use that information to begin writing a response about Paul Revere.	
Let’s Express Our Understanding	We are going to write a response in answer to the prompt : How are the events of Paul Revere’s ride portrayed similarly and differently in the three texts? Write a main idea sentence, then create a graphic organizer to compare and contrast how each text portrays Paul Revere’s ride. Be sure to locate and include examples from the texts.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student make connections between the text's portrayal of Paul Revere's?</li> <li>● Can the student compare and contrast how details of Paul Revere's ride change in the various texts?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>"And Then What Happened, Paul Revere"</i> by Jean Fritz</li> <li>● <i>"Paul Revere's Ride"</i> by Henry Wadsworth Longfellow</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading Log</li> <li>● Evidence Chart</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Teacher Talk Moves</li> <li>● Conversation Stem Tools</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 21: Write a response	<b>Lesson is optional</b>
Description	In this lesson, students write and revise their written responses in order to compare and contrast different portrayals of Paul Revere's ride.	
Let's Express Our Understanding	Review the completed sentences on the sentence frame handout and incorporate at least two of the sentences into the written response.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student make connections between the text's portrayal of Paul Revere's?</li> <li>● Can the student compare and contrast how details of Paul Revere's ride change in the various texts?</li> </ul>	



	<ul style="list-style-type: none"> <li>• Can students construct a main idea sentence that helps with developing a well constructed response with textual details?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>• <i>“And Then What Happened, Paul Revere”</i> by Jean Fritz</li> <li>• <i>“Paul Revere’s Ride”</i> by Henry Wadsworth Longfellow</li> <li>• <i>“Liberty!”</i> by Lucille Recht Penner</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading Log</li> <li>• Evidence Chart</li> <li>• Sentence Frames Handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Organizational Frames</li> <li>• Conversation Stems</li> </ul>

Lesson Overview		
Lesson Number	Lesson 22: Revise and publish a response	<b>Lesson is optional</b>
Description	In this lesson, students edit their responses to ensure they have correct grammar, spelling and punctuation and publish their responses using technology.	
Let’s Express Our Understanding	Consider what was learned about Paul Revere and the American Revolution by reading multiple texts, review the unit focus questions and explain to a partner how the information they acquired addressed at least one of the unit focus questions.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student note similarities and differences of Paul Revere’s ride change in the various texts?</li> <li>• Can the student make connections between the text’s portrayal of Paul Revere’s?</li> </ul>	

Text(s)	<ul style="list-style-type: none"> <li>● “<i>And Then What Happened, Paul Revere</i>” by Jean Fritz</li> <li>● “<i>Paul Revere’s Ride</i>” by Henry Wadsworth Longfellow</li> <li>● “<i>Liberty!</i>” by Lucille Recht Penner</li> </ul>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Written Response in the Reading Log</li> <li>● Technology to publish the response</li> <li>● Unit Focus Questions</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● ELA Guidebook Grammar Guide</li> <li>● Teacher Talk Moves</li> </ul>	

Section Overview		
Section Number	6	Modified Section Overview
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students engage in a debate to refine the thinking about the Patriots (Whigs) and the Loyalists (Tories).</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the Patriots and The Loyalists through a class debate. This prepares students to evaluate the claims from their debate and identify the strong points.</p> <p>Students also demonstrate their ability to communicate by drawing a picture that identifies key details in the story “<i>Katie’s Trunk</i>”. This prepares the students to use a wide range of materials and tools to express their ideas for their final task.</p>	<p>Students participate in a debate with peers to clarify the thinking about the Patriots (Whigs) and the Loyalists (Tories).</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the Patriots and the Loyalists through participating in a class debate. This prepares students to explore the claims from their debate and identify the strong points.</p> <p>Students also demonstrate their ability to communicate by drawing a picture that identifies key details in the story “<i>Katie’s Trunk</i>”. This prepares the students to use a wide</p>

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students analyze relationships among the details of a text and how they develop a narrator’s or speaker’s point of view?</li> <li>● How well does the students identify Katie’s narration and point of view? Can they identify her as a first person narrator?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the conflicts between the Loyalists and the Patriots in the American Revolution?</li> <li>● How well does the student refer to details in a text when drawing inferences?</li> </ul>	<p>range of materials and tools to express their ideas for their final task.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students identify Katie’s narration and point of view and as a first person narrator?</li> <li>● How well does the student describe a conflict between the Loyalists and the Patriots in the American Revolution?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student describe what was the Loyalist side of the conflict in the American Revolution?</li> <li>● How well does the student describe what was the Patriot side of the conflict in the American Revolution?</li> <li>● How well does the student point out details in a text when drawing inferences?</li> </ul>
Section Length	3 Lessons	3 Lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of American Revolution</li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>

		<ul style="list-style-type: none"> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 23: “Katie’s Trunk”	<b>Modified Lesson Overview</b>
Description	In this lesson, students read <i>Katie’s Trunk</i> to learn more about the Loyalist side of the conflict in the American Revolution.	In this lesson, students read <i>Katie’s Trunk</i> and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Determine the author's point of view (first- or third-person) (<a href="#">LC.RL.4.6a</a>).</li> <li>● Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts (<a href="#">LC.RL.4.10</a>).</li> </ul>
Let’s Express Our Understanding	In the reading log, answer the question: <ul style="list-style-type: none"> <li>● What happens in <i>Katie’s Trunk</i>?</li> </ul>	With assistance as needed, in the reading log, answer the question: <ul style="list-style-type: none"> <li>● What happens in <i>Katie’s Trunk</i>?</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student identify Katie’s narration and point of view and as a first person narrator?</li> <li>• Can the student explain what was the Loyalist side of the conflict in the American Revolution?</li> </ul>		<ul style="list-style-type: none"> <li>• Can the student identify Katie’s narration as a first person narrator?</li> <li>• Can the student identify Katie’s point of view and as a first person narrator?</li> <li>• Can the student describe the Loyalist side of the conflict in the American Revolution?</li> </ul>
Text(s)	"Katie’s Trunk" by Ann Turner		"Katie’s Trunk" by Ann Turner
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio Recording</a> of <i>Katie’s Trunk</i></li> <li>• Conversation Stems</li> <li>• Teacher Talk Moves</li> <li>• Transitions</li> <li>• Evidence Sentence Starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 3-5 Literature LC.RL.4.6a</a>: <ul style="list-style-type: none"> <li>• Read aloud texts</li> <li>• Read aloud texts</li> <li>• Interactive white board</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Graphic organizers</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Highlighted text</li> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 24: Determine a theme	<b>Modified Lesson Overview</b>
Description	In this lesson, students determine a theme of <i>Katie's Trunk</i> and engage in a philosophical chairs debate about the conflict in the American Revolution.	<p>In this lesson, students determine a theme of <i>Katie's Trunk</i> by Ann Turner.</p> <ul style="list-style-type: none"> <li>• Determine the theme of a story, drama, or poem; refer to text to support answer (<a href="#">LC.RL.4.2b</a>).</li> <li>• Refer to details and examples in a text when</li> </ul>

			drawing basic inferences about a story, poem, or drama ( <a href="#">LC.RL.4.1b</a> ).
Let's Express Our Understanding	<ol style="list-style-type: none"> <li>Select a topic that has been addressed in the text: <ul style="list-style-type: none"> <li>Conflict, friendship, community, home, American Revolution, family</li> </ul> </li> <li>Write a response in the reading log using evidence from the text to support the response.</li> </ol>		<ol style="list-style-type: none"> <li>Select either conflict or problem.</li> <li>Write a response in the reading log using evidence from the text to support the response.</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can the student identify Katie's narration and point of view and as a first person narrator?</li> <li>Can the student explain the conflicts between the Loyalists and the Patriots in the American Revolution?</li> <li>Can the student refer to details in a text when drawing inferences?</li> </ul>		<ul style="list-style-type: none"> <li>Can the student identify Katie's narration as a first person narrator?</li> <li>Can the student identify Katie's point of view and as a first person narrator?</li> <li>Can the student describe a conflict between the Loyalists and the Patriots in the American Revolution?</li> <li>Can the student point out details in a text when drawing inferences?</li> </ul>
Text(s)	<i>"Katie's Trunk"</i> by Ann Turner		<i>"Katie's Trunk"</i> by Ann Turner
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Conversation stems for debate</li> <li>Reading Log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio Recording</a> of <i>Katie's Trunk</i></li> <li>Conversation stems tool</li> <li>Teacher Talk Moves</li> <li>Scripts</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Diverse Learners Guide</a></li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> </ul>

			<ul style="list-style-type: none"> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature LC.RL.4.2b</a>:</li> <li>● Story map graphic organizer</li> <li>● Blank storyboards</li> <li>● Pre-drawn storyboard to use for sorting</li> <li>● Picture representations describing the possible details of the specific story</li> <li>● Cloze notes with picture supports for text and students input</li> <li>● Highlighted text</li> <li>● Simplified text options</li> <li>● Errorless learning techniques</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 25: Practice debate	<b>Modified Lesson Overview</b>
Description	In this lesson, students engage in a debate to refine the thinking about the Patriots (Whigs) and the Loyalists (Tories).	<p>In this lesson, students engage in a debate .</p> <ul style="list-style-type: none"> <li>● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts) (<a href="#">LC.RL.4.3a</a>).</li> <li>● Determine the meaning of general academic and domain specific words and phrases in a text relevant</li> </ul>



		to a grade 4 topic or subject area ( <a href="#">LC.RL.4.4</a> ).	
Let's Express Our Understanding	Using the reading log, explain how <i>Katie's Trunk</i> helps you answer at least one of the unit focus questions.	With assistance as needed, using the reading log, explain how <i>Katie's Trunk</i> helps you answer one of the unit focus questions.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student identify the conflicts between the Loyalists and the Patriots?</li> <li>● Can the student refer to details in a text when drawing inferences?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student describe a conflict between the Loyalists and the Patriots?</li> <li>● Can the student point out details in a text when drawing inferences?</li> </ul>	
Text(s)	" <i>Katie's Trunk</i> " by Ann Turner	" <i>Katie's Trunk</i> " by Ann Turner	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Conversation Stems</li> <li>● Reading Log</li> <li>● Unit Focus Questions</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Recording</a> of <i>Katie's Trunk</i></li> <li>● Conversation stems tool</li> <li>● Shared Writing</li> <li>● Student Examples</li> <li>● Mentor texts</li> <li>● ELA Guidebook</li> <li>● Grammar Guide</li> <li>● Write Along</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature LC.RL.4.4</a>: <ul style="list-style-type: none"> <li>▪ Graphic organizers (Web)</li> <li>▪ Interactive whiteboard and/or chart paper</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>▪ Read aloud texts</li> <li>▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details</li> </ul>
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Section Overview		
Section Number	7	<b>Modified Section Overview</b>
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students respond to the prompt “How do the differences in the two texts affect your understanding of the war? With evidence from both texts.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the texts by comparing and contrasting the author’s craft and the impact for the audience.</p>	<p>Students will write or dictate a response to answer how does the difference in the texts affect their understanding of the war? The students will provide evidence from both texts.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the texts by comparing and contrasting the following:</p> <ul style="list-style-type: none"> <li>● Sequencing</li> <li>● Theme</li> <li>● Point of view</li> </ul>

	<p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to justify their claims.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the identify the effects of the war and explain what changed from before the war?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the information integrate from the two texts?</li> </ul>	<ul style="list-style-type: none"> <li>● Flashback</li> <li>● Foreshadowing</li> <li>● Characterization</li> <li>● Impact for the audience</li> </ul> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing or dictation. This prepares students to justify their claims.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify and locate the effects of the war?</li> <li>● How well does the student describe what changed from before the war?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student merge information from the two texts?</li> </ul>	
Section Length	1 Lesson		1 lesson
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>“Old Ironsides” by Oliver Wendell Holmes, Sr.</p>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language</li> </ul> <p>Protocol for Explicitly Teaching Vocabulary</p> <ul style="list-style-type: none"> <li>○ Support for Meaning</li> </ul> <p>With lesson 26, ask the text-dependent questions in the chart on pg.2 in the Diverse</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>

		Learners Support Doc for Section 7	<ul style="list-style-type: none"> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<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 26: End of the war	Modified Lesson Overview
Description	In this lesson, students read “...If You Lived at the Time of the American Revolution “ and “George vs. George” to internalize the impact on people on both sides of the conflict.	<p>In this lesson, students read or are read to both “...If You Lived at the Time of the American Revolution “ and “George vs. George” as needed, an <a href="#">adapted version(s)</a>.</p> <ul style="list-style-type: none"> <li>● Compare and contrast a firsthand and secondhand account of the same event or topic (<a href="#">LC.RI.4.6b</a>).</li> <li>● Report out about two or more texts on the same self-selected topic. (<a href="#">LC.RI.4.9a</a>)</li> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> </ul>

Let's Express Our Understanding	Respond to the prompt "How do the differences in the two texts affect your understanding of the war? With evidence from both texts.		With assistance as needed, respond to the prompt "How do the differences in the two texts affect your understanding of the war?" <ul style="list-style-type: none"> <li>● use evidence from "... <i>If You Lived at the Time of the American Revolution</i>" by Kay Moore.</li> <li>● use evidence from "<i>George vs. George</i>" by Rosalyn Schanzer</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student identify the effects of the war and explain what changed from before the war?</li> <li>● Can the student integrate information from the two texts?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify the effects of the war?</li> <li>● Can the student explain what changed from before the war?</li> <li>● Can the student merge information from the two texts?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● "... <i>If You Lived at the Time of the American Revolution</i>" by Kay Moore</li> <li>● "<i>George vs. George</i>" by Rosalyn Schanzer</li> </ul>		<ul style="list-style-type: none"> <li>● "... <i>If You Lived at the Time of the American Revolution</i>" by Kay Moore</li> <li>● "<i>George vs. George</i>" by Rosalyn Schanzer</li> </ul>
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● American Revolution timeline</li> <li>● Reading Log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Audio Recording of "<i>George vs. George</i>"</li> <li>● Choral / Echo Reading</li> <li>● Evidence Sentence Starters</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 7 of Grade 04 <i>American Revolution</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.6b</a>:</li> </ul>

			<ul style="list-style-type: none"> <li>• Various informational Texts</li> <li>• Graphic organizers to help student plan for debates</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> </ul>
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Section Overview		
Section Number	8	<b>Modified Section Overview</b>
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students write a response to the question: “How did John Adams’ and Thomas Jefferson’s skills help each man to contribute to American Independence?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of John Adams’ and Thomas Jefferson’s contribution to American Independence. This prepares students to analyze how characters impact the development of the American Independence.</p>	<p>Students write or dictate a response to the question: “How did John Adams’ or Thomas Jefferson’s skills help them to contribute to American Independence?”</p> <p><b>Culminating task connections:</b> Students describe their understanding of John Adams’ or Thomas Jefferson’s contribution to American Independence. This prepares students to explore how characters impact the development of the American Independence.</p> <p>Students also demonstrate their ability to use and cite references for documentation in written text. This prepares</p>

	<p>Students also demonstrate their ability to use and cite references for documentation in written text. This prepares students to gather information to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations to describe John Adams and Thomas Jefferson?</li> </ul>	<p>students to gather information to write or dictate a permanent product.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student accurately describe John Adams?</li> <li>• How well does the student accurately describe Thomas Jefferson?</li> <li>• How well does the student discuss the similarities/differences between Thomas Jefferson and John Adams?</li> <li>• How well does the student identify the common goal between John Adams and Thomas Jefferson?</li> <li>• How well does the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student include quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations to describe John Adams and Thomas Jefferson?</li> <li>• How well does the student tell how John Adams and Thomas Jefferson were able to work together using text evidence?</li> </ul>
Section Length	3 Lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>American Revolution</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 27: “Those Rebels, John and Tom”	<b>Modified Lesson Overview</b>
Description	In this lesson, students read <i>Those Rebels, John and Tom</i> to continue to explore the concept of finding “common ground” despite differences in opinions or perspectives.	<p>In this lesson, the student reads or is read to “<i>Those Rebels, John and Tom</i>” by Barbara Kerley and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>● Compare and contrast a firsthand and secondhand account of the same event or topic (<a href="#">LC.RI.4.6b</a>).</li> </ul>



		<ul style="list-style-type: none"> <li>● Read or be read to and recount self-selected informational texts or adapted texts (<a href="#">LC.RI.4.10</a>).</li> </ul>	
Let's Express Our Understanding	<p>Write the response to the following prompt :</p> <ul style="list-style-type: none"> <li>● How did John Adams' and Thomas Jefferson's skills help each man to contribute to American Independence?</li> </ul>	<p>With assistance as needed, write or dictate a response to each of the following prompts :</p> <ul style="list-style-type: none"> <li>● How did John Adams' skills help him to contribute to American Independence?</li> <li>● How did Thomas Jefferson's skills help him to contribute to American Independence?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student describe John Adams and Thomas Jefferson in depth?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student use text evidence to tell how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student accurately describe John Adams and his skills?</li> <li>● Can the student accurately describe Thomas Jefferson and his skills?</li> </ul>	
Text(s)	<i>"Those Rebels, John and Tom"</i> by Barbara Kerley	<i>"Those Rebels, John and Tom"</i> by Barbara Kerley	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● American Revolution Timeline</li> <li>● H-Chart Handout</li> <li>● Notebook Paper</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Paired/Partner Reading</li> <li>● Teacher Talk Moves</li> <li>● Conversation Stems</li> <li>● Whole-class discussions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.6b</a>:</li> </ul>

			<ul style="list-style-type: none"> <li>• Various informational Texts</li> <li>• Graphic organizers to help student plan for debates</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 28: Build academic vocabulary	Modified Lesson Overview
Description	In this lesson, students analyze vocabulary to determine opinions and perspectives of John Adams and Thomas Jefferson.	<p>In this lesson, students analyze vocabulary.</p> <ul style="list-style-type: none"> <li>• Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area (<a href="#">LC.RI.4.4</a>).</li> <li>• Refer to details and examples in a text when drawing basic inferences from an informational text (<a href="#">LC.RI.4.1b</a>).</li> </ul>
Let's Express Our Understanding	Review the written responses from the previous lessons to incorporate at least two of the words in the vocabulary chart and share the responses with a partner to verify the correct use of the vocabulary words.	<p>With assistance as needed, review the written responses from the previous lessons.</p> <ul style="list-style-type: none"> <li>• incorporate at least one of the words in the vocabulary chart</li> <li>• share the responses with a partner to verify the correct use of the vocabulary words.</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student explain the similarities/differences between Thomas Jefferson and John Adams?</li> <li>● Can the student describe John Adams and Thomas Jefferson in depth?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student discuss the similarities between Thomas Jefferson and John Adams?</li> <li>● Can the student discuss the differences between Thomas Jefferson and John Adams?</li> <li>● Can the student accurately describe John Adams and his skills?</li> <li>● Can the student accurately describe Thomas Jefferson and his skills?</li> </ul>
Text(s)	<i>“Those Rebels, John and Tom”</i> by Barbara Kerley		<i>“Those Rebels, John and Tom”</i> by Barbara Kerley
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● H-Chart</li> <li>● Vocabulary Chart</li> <li>● Written Response</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● List of roots</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.1b</a>: <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Highlighted text</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 29: Determine a main idea and summarize	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue to explore the concept of finding “common ground” despite differences in opinions or perspectives.	<p>In this lesson, the student continues to explore the concept of finding “common ground” despite differences in opinions or perspectives.</p> <ul style="list-style-type: none"> <li>• Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area (<a href="#">LC.RI.4.4</a>).</li> <li>• Refer to details and examples in a text when drawing basic inferences from an informational text (<a href="#">LC.RI.4.1b</a>).</li> </ul>

Let's Express Our Understanding	Write a summary of <i>"Those Rebels, John and Tom"</i> on the summary template handout and include details from the text and grade-appropriate vocabulary words.		With assistance as needed, write or dictate a summary of <i>"Those Rebels, John and Tom"</i> on the summary template handout. <ul style="list-style-type: none"> <li>● Must have(s): <ul style="list-style-type: none"> <li>○ details from the text</li> <li>○ grade-appropriate vocabulary words.</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student explain the common goal between John Adams and Thomas Jefferson?</li> <li>● Can the student describe John Adams and Thomas Jefferson in depth?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student use text evidence to explain how John Adams and Thomas Jefferson were able to work together?</li> <li>● Can the student identify the common goal between John Adams and Thomas Jefferson?</li> <li>● Can the student accurately describe John Adams and his skills?</li> <li>● Can the student accurately describe Thomas Jefferson and his skills?</li> </ul>
Text(s)	<i>"Those Rebels, John and Tom"</i> by Barbara Kerley		<i>"Those Rebels, John and Tom"</i> by Barbara Kerley
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● <i>"Those Rebels, John and Tom"</i> by Barbara Kerley</li> <li>● Summary Template Handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● Teacher Talk Moves</li> <li>● Evidence Sentence Starters</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.1b</a>:</li> </ul>

			<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter text of the same story with the same key events or details</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Highlighted text</li> </ul>
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Section Overview		
Section Number	9	<b>Section optional</b>
Description	American Revolution	
Assessment	<p>Students assess their ability to read, understand, and express their understanding of two complex grade-level texts about the American Revolution through the completion of paired reading comprehension questions.</p> <p><b>Culminating task connections:</b></p>	

	<p>Students assess their ability to read, understand, and express their understanding of two complex grade-level texts about the American Revolution through the completion of paired reading comprehension questions.</p> <p>Students also demonstrate their ability to reiterate their understandings of the readings. This prepares students to write a literary analysis with specific details.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze relationships among the details of a text to identify the shared main idea of both texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain Thomas Jefferson’s actions during the American Revolution?</li> </ul>	
Section Length	2 Lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> </ul>	

		<ul style="list-style-type: none"> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<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>	

<b>Lesson Overview</b>
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Lesson Number	Lesson 30: Cold-read task, part 1	<b>Lesson is optional</b>
Description	In this lesson, students assess their ability to read, understand, and express their understandings of two complex grade-level texts about the American Revolution.	
Let's Express Our Understanding	Students have approximately 35 minutes to read the texts and answer questions 1-10.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain Thomas Jefferson's actions during the American Revolution?</li> <li>● Can the student identify the shared main idea of both texts?</li> <li>● Can the student compare and contrast two different texts addressing the same topic?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>"Colonization and the Revolutionary War: The Declaration of Independence"</i></li> <li>● <i>"The Landlord's Mistake"</i></li> </ul>	



Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Assessment items for each text</li> <li>● Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Allowed Resources</li> <li>● Necessary accommodations</li> </ul>	
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<b>Lesson Overview</b>			
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Lesson Number	Lesson 31: Cold-read task, part 2	<b>Lesson is optional</b>	
Description	In this lesson, students continue to assess their ability to read, understand, and express their understanding of two complex grade-level texts about the American Revolution.		
Let's Express Our Understanding	Students have approximately 40 minutes to reread the texts and answer question 11.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain Thomas Jefferson's actions during the American Revolution?</li> <li>● Can the student identify the shared main idea of both texts?</li> <li>● Can the student compare and contrast two different texts addressing the same topic?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>"Colonization and the Revolutionary War: The Declaration of Independence"</i></li> <li>● <i>"The Landlord's Mistake"</i></li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Assessment items for each text</li> <li>● Cold-read task answer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Allowed Resources</li> <li>● Necessary</li> </ul>	

	sheet	accommodations	
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Section Overview		
Section Number	10	Section Optional
Description	American Revolution	
Assessment	<p>Students conduct and present research to deepen their understanding of the conflict which led to the Revolutionary War.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the Revolutionary War Conflicts by conducting a research. This prepares students by gathering information from multiple sources.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce a clear presentation. . This prepares students to transfer their findings while writing a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well can the the student explain the point of view of a Loyalist/Patriot to answer the following debate question: <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student draw specific evidence from a Loyalist/Patriot point of view to engage in a formal debate?</li> <li>● How well does the student use the information gathered from the research to create an argument?</li> </ul>	
Section Length	5 Lessons	5 lessons optional
Additional Supports for Diverse Learners		Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 32: Extension task research	<b>Lesson is optional</b>
Description	In this lesson, students conduct research to deepen the understanding of the conflict which led to the Revolutionary War.	
Let's Express Our Understanding	Add 1 event to the index card timeline based on the research and include a description of what occurred and why the event was significant.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the point of view of a Loyalist/Patriot to answer the following debate question: <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> <li>● Can the student describe the meaning of freedom and loyalty?</li> <li>● Can the student draw specific evidence from a Loyalist/Patriot point of view to engage in a debate?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Military Perspectives"</i></li> <li>● <i>"And Then What Happened, Paul Revere?"</i> by Jean Fritz</li> <li>● <i>"Paul Revere's Ride"</i> by Henry Wadsworth Longfellow</li> <li>● <i>"Those Rebels, John and Tom"</i> by Barbara Kerley</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Notes taken during the Unit</li> <li>● Extension Task directions</li> <li>● Reading Log</li> <li>● Internet Resources</li> <li>● American Revolution timeline</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Question Stems</li> <li>● Conversation Stems</li> <li>● <a href="#">Audio Recording</a> of <i>Katie's Trunk</i></li> <li>● <a href="#">"Military Perspectives"</a> - Audio</li> <li>● <a href="#">Audio Recording</a> of <i>"George vs. George"</i></li> </ul>	

Lesson Overview		
Lesson Number	Lesson 33: Extension task research	<b>Lesson is optional</b>

Description	In this lesson, students continue to conduct research to deepen the understanding of the conflict which led to the Revolutionary War.		
Let's Express Our Understanding	Select a unit focus question and answer it based on what has been learned from the research.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the point of view of a Loyalist/Patriot to answer the following debate question: <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> <li>● Can the student describe the meaning of freedom and loyalty?</li> <li>● Can the student draw specific evidence from a Loyalist/Patriot point of view to engage in a debate?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Military Perspectives"</i></li> <li>● <i>"And Then What Happened, Paul Revere?"</i> by Jean Fritz</li> <li>● <i>"Paul Revere's Ride"</i> by Henry Wadsworth Longfellow</li> <li>● <i>"Those Rebels, John and Tom"</i> by Barbara Kerley</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Notes taken during the Unit</li> <li>● Extension Task directions</li> <li>● Reading Log</li> <li>● Internet Resources</li> <li>● American Revolution timeline</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Question Stems</li> <li>● Conversation Stems</li> <li>● <a href="#">Audio Recording</a> of <i>Katie's Trunk</i></li> <li>● <a href="#">"Military Perspectives"</a> - <i>Audio</i></li> <li>● <a href="#">Audio Recording</a> of</li> </ul>	

		<i>"George vs. George"</i>	
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Lesson Overview		
Lesson Number	Lesson 34: Extension task research	<b>Lesson is optional</b>
Description	In this lesson, students continue to conduct a short research project from either the Patriot or Loyalist point of view to answer the question: Was the Revolutionary War a war of freedom or a war of treason?	
Let's Express Our Understanding	Share research with a partner from the side of the debate (Loyalist or Patriot) to add, remove or change the information that has been gathered based on the work with partners.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the point of view of a Loyalist/Patriot to answer the following debate question:               <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> <li>● Can the student draw specific evidence from a Loyalist/Patriot point of view to engage in a debate?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Military Perspectives"</i></li> <li>● <i>"And Then What Happened, Paul Revere?"</i> by Jean Fritz</li> <li>● <i>"Paul Revere's Ride"</i> by Henry Wadsworth Longfellow</li> <li>● <i>"Those Rebels, John and Tom"</i> by Barbara Kerley</li> </ul>	

Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension Task Directions</li> <li>● Notes taken during the unit</li> <li>● Access to Internet</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation Stems</li> <li>● <a href="#">Audio Recording</a> of <i>Katie's Trunk</i></li> <li>● <a href="#">"Military Perspectives"</a> - Audio</li> <li>● <a href="#">Audio Recording</a> of <i>"George vs. George"</i></li> </ul>	
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Lesson Overview		
Lesson Number	Lesson 35: Extension task practice	<b>Lesson is optional</b>
Description	In this lesson, students work in various groups to practice engaging in scholarly conversations in preparation for a debate about the American Revolution.	
Let's Express Our Understanding	Prepare for the debate by having students work in two large groups. Each group should have a leader, two recorders and a timer. Develop an opening statement in which the reasons and evidence that has been gathered in the debate will be presented.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the point of view of a Loyalist/Patriot to answer the following debate question:             <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> <li>● Can the student use the information gathered from the research to create an argument?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> </ul>	

	<ul style="list-style-type: none"> <li>● <i>“Liberty!”</i> by Lucille Recht Penner</li> <li>● <i>“George vs. George”</i> by Rosalyn Schanzer</li> <li>● <i>“Military Perspectives”</i></li> <li>● <i>“And Then What Happened, Paul Revere?”</i> by Jean Fritz</li> <li>● <i>“Paul Revere’s Ride”</i> by Henry Wadsworth Longfellow</li> <li>● <i>“Those Rebels, John and Tom”</i> by Barbara Kerley</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension Task Directions</li> <li>● Conversation Stems for debate</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● Teacher Talk Moves</li> <li>● <a href="#">Audio Recording</a> of <i>Katie’s Trunk</i></li> <li>● <a href="#">“Military Perspectives” - Audio</a></li> <li>● <a href="#">Audio Recording</a> of <i>“George vs. George”</i></li> </ul>

Lesson Overview		
Lesson Number	Lesson 36: Extension task debate	<b>Lesson is optional</b>
Description	In this lesson, students engage in a formal debate from the Patriot and Loyalist points of view to determine whether the Revolutionary War was a war of freedom or a war of treason.	
Let’s Express Our Understanding	Rate your performance in the debate and explain why, then select a unit focused questions and answer the question based on what was learned from participating in the debate.	



Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the point of view of a Loyalist/Patriot to answer the following debate question:             <ul style="list-style-type: none"> <li>○ Was the Revolutionary War a war for freedom or a war of treason?</li> </ul> </li> <li>● Can the student use the information gathered from the research to create an argument?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension Task Directions</li> <li>● Conversation Stems</li> <li>● The Patriots and Loyalists chart</li> <li>● Reading Log</li> <li>● Unit Focus Questions</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> </ul>	

Section Overview		
Section Number	11	<b>Modified Section Overview</b>
Description	American Revolution	Original and adapted versions of <i>American Revolution</i>
Assessment	<p>Students draft, edit and publish an essay that demonstrates the understanding of the conflict in the American Revolution.</p> <p><b>Culminating task connections:</b></p>	<p>Students draft, edit and publish a permanent product that states whether they believe the colonists were justified in declaring their independence and fighting the Revolutionary War. They will also support their argument with reasons and information from unit texts and use linking words.</p>

	<p>Students demonstrate their understanding of the unit by developing a well-written essay that addresses the conflicts colonists had in the American Revolution.</p> <p>Students also demonstrate their ability to compile a variety of classroom assignments to produce a final draft appropriate to grade-level standards.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student present evidence based counter-claims to strengthen their own claim about conflicts in the American Revolution?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop an opinion essay that integrates evidence from text and research to demonstrate the understandings of the conflict in the American Revolution?</li> </ul>	<p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the unit by developing a well-written permanent product that addresses at least one of the conflicts colonists had in the American Revolution.</p> <p>Students also demonstrate their ability to compile a variety of classroom assignments to produce a final draft appropriate to grade-level standards.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain why the colonists were justified in declaring their independence?</li> <li>● How well does the student describe the reasoning behind the American Revolutionary War?</li> <li>● How well does the student describe their answer by providing specific details that support their answer?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop an opinion permanent product that includes evidence from text and research to show their understanding of the conflict in the American Revolution?</li> <li>● How well does the student use appropriate writing conventions to add writing value to their permanent product?</li> </ul>
Section Length	4 Lessons	4 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>American Revolution</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 37: Culminating writing task brainstorming	<b>Modified Lesson Overview</b>
Description	In this lesson, students begin to brainstorm the question: Were the colonists justified in declaring their independence and fighting the Revolutionary War?	<p>In this lesson, students begin to brainstorm the question: Were the colonists justified in declaring their independence and fighting the Revolutionary War?</p> <ul style="list-style-type: none"> <li>● Identify the most important information about a topic gathered from two texts on the same topic in</li> </ul>

		<p>order to write or speak about the subject knowledgeably (<a href="#">LC.RI.4.9b</a>).</p> <ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly (<a href="#">LC.RI.4.1a</a>).</li> </ul>	
Let's Express Our Understanding	Instruct students to write each question that was highlighted or marked at the top of a different piece of notebook paper and answer each question using the colonists and British chart, unit texts and class notes.	<p>With assistance as needed, have students write each question that was highlighted or marked at the top of a different piece of notebook paper. Answer each question using:</p> <ol style="list-style-type: none"> <li>the colonists and British chart</li> <li>unit texts</li> <li>class notes.</li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can the student provide an explanation of why the colonists were justified in declaring their independence?</li> <li>Can the student explain the reasoning behind the American Revolutionary War?</li> <li>Can the student justify their answer by providing specific details that support their answer?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student answer why the colonists were right in declaring their independence?</li> <li>Can the student explain why the American Revolutionary War happened?</li> <li>Can the student justify their answer by providing specific details that support their answer?</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>"...If you Lived at the Time of the American Revolution" by Kay Moore</li> <li>"Liberty!" by Lucille Recht Penner</li> <li>"George vs. George" by Rosalyn Schanzer</li> <li>"Military Perspectives"</li> <li>"And Then What Happened, Paul Revere?" by Jean Fritz</li> <li>"Paul Revere's Ride" by Henry Wadsworth Longfellow</li> <li>"Those Rebels, John and Tom" by Barbara Kerley</li> </ul>	<ul style="list-style-type: none"> <li>"...If you Lived at the Time of the American Revolution" by Kay Moore</li> <li>"Liberty!" by Lucille Recht Penner</li> <li>"George vs. George" by Rosalyn Schanzer</li> <li>"Military Perspectives"</li> <li>"Those Rebels, John and Tom" by Barbara Kerley</li> </ul>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Patriots and Loyalists chart from the debate</li> <li>Unit Texts</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Teacher Talk Moves</li> <li>Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> </ul>

- Reading Log
- Culminating Writing Task Directions
- Brainstorming Handout

tool

- [Audio Recording](#) of *Katie's Trunk*
- ["Military Perspectives"](#) - Audio
- [Audio Recording](#) of *"George vs. George"*

- [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
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.4.9b](#):
  - Graphic Organizers
  - Various informational Texts
  - Interactive White Board
  - Highlighted information within the text
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping
  - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
  - Dichotomous questions that allow for making a choice of correct versus incorrect answers
  - Clearly differentiated multiple-choice answers

Lesson Overview		
Lesson Number	Lesson 38: Culminating writing task drafting	Modified Lesson Overview
Description	In this lesson, students draft an opinion essay that demonstrates the understanding of the conflict in the American Revolution.	In this lesson, students draft an opinion essay. <ul style="list-style-type: none"> <li>● Determine the main idea of an informational text (<a href="#">LC.RI.4.2a</a>).</li> <li>● Identify supporting details of an informational text (<a href="#">LC.RI.4.2b</a>).</li> <li>● Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together (<a href="#">LC.W.4.1a</a>).</li> </ul>
Let's Express Our Understanding	Select a main idea sentence, identify the reasons that support the selected main idea sentence and write an individual main idea sentence for the opinion essay.	<ol style="list-style-type: none"> <li>1. Select a main idea sentence.</li> <li>2. Identify the reason that supports the selected main idea sentence.</li> <li>3. Write an individual main idea sentence for the opinion essay.</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the reasoning behind the American Revolutionary War?</li> <li>● Can the student develop an opinion essay that integrates evidence from text and research to demonstrate the understandings of the conflict in the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student explain why the American Revolutionary War happened?</li> <li>● Can the student develop an opinion essay that includes both evidence from text and research to show their understanding of the conflict in the American Revolution?</li> </ul>
Text(s)	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Military Perspectives"</i></li> <li>● <i>"And Then What Happened, Paul Revere?"</i> by Jean Fritz</li> <li>● <i>"Paul Revere's Ride"</i> by Henry Wadsworth Longfellow</li> </ul>	<ul style="list-style-type: none"> <li>● <i>"...If you Lived at the Time of the American Revolution"</i> by Kay Moore</li> <li>● <i>"Liberty!"</i> by Lucille Recht Penner</li> <li>● <i>"George vs. George"</i> by Rosalyn Schanzer</li> <li>● <i>"Military Perspectives"</i></li> <li>● <i>"Those Rebels, John and Tom"</i> by Barbara Kerley</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>“Those Rebels, John and Tom”</i> by Barbara Kerley</li> </ul>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Unit Notes</li> <li>• Unit Texts</li> <li>• Culminating Writing Task Directions</li> <li>• Brainstorming Handout</li> <li>• Answers to the initial brainstorming questions</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Organizational Frames</li> <li>• Conversation stems tool</li> <li>• <a href="#">Audio Recording</a> of <i>Katie’s Trunk</i></li> <li>• <a href="#">“Military Perspectives”</a> - Audio</li> <li>• <a href="#">Audio Recording</a> of <i>“George vs. George”</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 3-5 Informational LC.RI.4.2a</a>: <ul style="list-style-type: none"> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Sentence strips that reflect supporting details about the topic</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Simpler or shorter text of the same story with the same key events or details</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 39: Culminating writing task revising	Modified Lesson Overview
Description	In this lesson, students revise the essay that demonstrates the understanding of the conflict in the American Revolution.	<p>In this lesson, students revise the essay.</p> <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail) (<a href="#">LC.W.4.5b</a>).</li> <li>• Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) (<a href="#">LC.W.4.1c</a>).</li> </ul>
Let's Express Our Understanding	After reading the information on the slide, read the first draft and locate places where at least 2 linking words can be added.	With assistance as needed, read or be read to the information on the slide. Now, read or be read to the first draft and locate places where at least 1 linking word can be added.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can the student explain the reasoning behind the American Revolutionary War?</li> <li>• Can the student develop an opinion essay that integrates evidence from text and research to demonstrate the understandings of the conflict in the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student explain why the American Revolutionary War happened?</li> <li>• Can the student develop an opinion essay that includes both evidence from text and research to show their understanding of the conflict in the American Revolution?</li> </ul>



	<ul style="list-style-type: none"> <li>Can the student use appropriate writing conventions to add writing value to the opinion essay?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student use appropriate writing conventions to add writing value to the opinion essay?</li> </ul>	
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>First draft of essay</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Diverse Learners Guide</a></li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> </ul>

Lesson Overview		
Lesson Number	Lesson 40: Culminating writing task editing	<b>Modified Lesson Overview</b>
Description	In this lesson, students edit and publish the essays that demonstrate their understanding of the conflict in the American Revolution.	<p>In this lesson, students edit and publish the essay.</p> <ul style="list-style-type: none"> <li>With guidance and support from peers and adults, edit permanent products for clarity and meaning (<a href="#">LC.W.4.5c</a>).</li> <li>With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products) (<a href="#">LC.W.4.6</a>).</li> </ul>

		<ul style="list-style-type: none"> <li>● Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) (<a href="#">LC.W.4.1c</a>).</li> </ul>	
Let's Express Our Understanding	<p>Write a final draft and ensure you:</p> <ul style="list-style-type: none"> <li>● State your opinion and support your opinion with reasons and information from the unit texts.</li> <li>● Use linking words.</li> <li>● Use grade-appropriate grammar and language.</li> </ul>	<p>Write or dictate a final draft and ensure you:</p> <ul style="list-style-type: none"> <li>● State your opinion and support your opinion with reasons and information from the unit texts.</li> <li>● Use linking words.</li> <li>● Use grade-appropriate grammar and language.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can the student explain the reasoning behind the American Revolutionary War?</li> <li>● Can the student develop an opinion essay that integrates evidence from text and research to demonstrate the understandings of the conflict in the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student explain why the American Revolutionary War happened?</li> <li>● Can the student develop an opinion essay that includes both evidence from text and research to show their understanding of the conflict in the American Revolution?</li> </ul>	
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Revised draft of essay</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● ELA Guidebook</li> <li>● Grammar Guide</li> <li>● Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 3-5 Informational</a></li> </ul>



## Guidance for Accessing and Adapting Grade-Level Text

### Purpose

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

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

**Educators must provide opportunities for SWSCD to interact with the original text to ensure language development and comprehension.** There are multiple ways to present original text to SWSCD such as:

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

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

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

Educators facilitate access and use of text through adaptations tailored to the individual needs of the student. Several strategies can be utilized to present the text in a different 1) visual manner (e.g., enlarged text, chunking the text, adding pictures); 2) auditory manner (e.g., audio book); and/or 3) simplified manner (e.g., abridged version, text/chapter summaries). When adapting text, educators ensure the content is sufficient (i.e., breadth, depth, complexity) for a student to respond to questions in the lesson and complete the culminating tasks. Note the student’s communication system determines the type of augmentation strategies needed to adapt a text. Suggestions for adapting a text are:

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

## Resources

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

- American Printing House for the Blind <https://www.aph.org/>
- Cast UDL Book Builder has Public Library Books that includes some good adaptations for books. Educators could adapt the books or chapters of the books using the Create and Edit My Books feature. <http://bookbuilder.cast.org/>
- Group activity for Adapting Text.  
[https://www.ieccwa.org/uploads/IECC2017/HANDOUTS/KEY\\_14022688/LiteracyPresentationSlidesPart3.pdf](https://www.ieccwa.org/uploads/IECC2017/HANDOUTS/KEY_14022688/LiteracyPresentationSlidesPart3.pdf)
- Modules Addressing Special Education and Teacher Education (MAST) Facilitator's Guide Students with Significant Cognitive Disabilities: Story-Based Lessons to be used in conjunction with the above PPT.  
[http://mast.ecu.edu/modules/ssid\\_sbl/lib/documents/FG-Lee-Story%20Based%20Lessons-2012-04-02.pdf](http://mast.ecu.edu/modules/ssid_sbl/lib/documents/FG-Lee-Story%20Based%20Lessons-2012-04-02.pdf)
- Story-Based Lessons for SWSCD to support inclusion in a literacy activity  
[http://mast.ecu.edu/modules/ssid\\_sbl/lib/documents/PPT-Lee-Story%20Based%20Lessons.pdf](http://mast.ecu.edu/modules/ssid_sbl/lib/documents/PPT-Lee-Story%20Based%20Lessons.pdf)
- Text Project has Literature Word Pictures for five books. It provides an example of how images can be used to support vocabulary acquisition. <http://textproject.org/classroom-materials/textproject-word-pictures/literature-words/>
- <https://goalbookapp.com/toolkit/v/strategy/adapted-text>

## References

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- Orlando, A., & Ruppar, A. (2016). Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication (Document No.IC-16). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/> (Includes an extensive list of *References* related to use of augmentative/alternate communication (AAC) and literacy instruction.