

Grade 5 – The Birchbark House

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



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

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

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

Happy piloting!

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

[Survey to Access the Draft Companion Resources](#)

[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 5, Unit 2 - *The Birchbark House*

Unit Overview		
Grade	5	Modified Unit Overview
Guidebook Text	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Unit Description	Students will read the novel " <i>The Birchbark House</i> " by Louise Erdrich and a series of literary and informational texts to explore the question: How Native Americans and global explorers laid the foundation for the United States? Students will express their understanding through an essay that analyzes how the main events of each season of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past.	Students with significant cognitive disabilities will have access to both the Original and adapted versions of the novel " <i>The Birchbark House</i> " by Louise Erdrich and a series of literary and informational texts to explore the question: How Native Americans and global explorers laid the foundation for the United States? We will express our understanding through a permanent product that analyzes how the main events of each season of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past.
Essential Question	How different would life in America be, if the Native Americans were immune to smallpox and fluent in English when Columbus arrived?	How different would life in America be, if the Native Americans were immune to smallpox and fluent in English when Columbus arrived?
Culminating Task	<p>How do the main events of each season of <i>The Birchbark House</i> help Omakayas to develop and gain strength, preparing her to understand and accept her past?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Identify the main events of each season in <i>The Birchbark House</i>. 	<p>The students will explore the main events of at least 2 seasons of <i>The Birchbark House</i> to determine how they help Omakayas to develop and gain strength, preparing her to understand and accept her past.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Identify, locate, and discuss the main events of each season in <i>The Birchbark House</i>.

	<ul style="list-style-type: none"> ● Describe how the main characters interact and respond to each identified event. ● Compare and contrast the different attitudes and interactions surrounding each event. ● Evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas. ● Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. <p>Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., <i>however, although, moreover, in addition</i>, etc.). Draw on specific details and use direct quotations from the text to support the analysis.</p>	<ul style="list-style-type: none"> ● Discuss how the main characters interact and respond to each identified event. ● Compare and contrast the different attitudes and interactions surrounding each event. ● Explore and discuss the differences and the outcomes of each event to determine how they contribute and prepare Omakayas. ● Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. <p>Write a permanent product in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., <i>however, although, moreover, in addition</i>, etc.). Draw on specific details and use direct quotations from the text to support the analysis.</p>
Sections & Lessons	9 Sections, 43 Lessons	5 Sections, 26 lessons

Assessment Overview			
Guidebook Assessment			Modified Assessment Overview
Culminating Writing Task	Students write a multiparagraph essay in response to the question: How do the main events of each season of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past?	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grade 4-5 writing rubric 	<p>The students will create a permanent product in response to the question: How do the main events of at least 2 seasons of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Explore and discuss main events of each season of <i>The Birchbark House</i>. ● Determine how the main events of each season of <i>The Birchbark House</i> prepared Omakaya to gain strength. ● Identify how the main events of each season of <i>The Birchbark House</i> allowed Omakaya to understand and accept her past. <p>Your permanent product should state and logically support a claim about how the main events of at least 2 seasons of <i>The Birchbark House</i> prepared Omakayas to gain strength and understand and accept her past. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence.</p>
Cold-Read Task	Students read <i>Pedro's Journal</i> independently over the course of the unit and view "The Columbian	<ul style="list-style-type: none"> ● Assessment ● Answer key ● Answer sheet 	This will be optional.

	Exchange.” Then students answer a combination of questions.	<ul style="list-style-type: none"> • Grade 4-5 writing rubric 	
Extension Task	Students read “A Letter to the Treasurer of Spain” and then conduct small group research to verify the letter and write a 2-page research-based essay in response to the question: Describe the changes as a result of Christopher Columbus’ arrival in the New World. What effect did Columbus have on the New World? Students also work collaboratively to create a presentation of their findings.	<ul style="list-style-type: none"> • Extension task directions • Exemplar student response • Presentation rubric • Grade 4-5 writing rubric 	This will be optional.

Section Overview		
Section Number	Section 1	Modified Section Overview

Description	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Assessment	<p>Students write a summary of chapter 9 “Plain Indians Are Not Plain At All” from <i>The first Americans: Prehistory-1600 (A History of US, Book1)</i> including one or more main ideas and at least 3 quotations which reveal details of the lifestyle and livelihood of the Plain Indians. Students explain in their summary what the quotations reveal.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of the Plain Indians of “Plain Indians Are Not Plain At All” from <i>The first Americans: Prehistory-1600 (A History of US, Book1)</i>, noting they are resourceful because they use the land and natural resources to survive. This prepares students to analyze the life, culture and survival skills of Omakayas in <i>The Birchbark House</i>. This will in turn help them determine how do the main events of each season of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the lifestyle of the Plains Indians? 	<p>Students write or dictate a summary of chapter 9 “Plain Indians Are Not Plain At All” from <i>The first Americans: Prehistory-1600 (A History of US, Book1)</i> including one main idea, key details, and at least 1 quotation which reveals details of the lifestyle and livelihood of the Plain Indians. Students explain in their summary what the quotations reveal.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of the Plain Indians of “Plain Indians Are Not Plain At All” from <i>The first Americans: Prehistory-1600 (A History of US, Book1)</i>, noting they are resourceful because they use the land and natural resources to survive. This prepares students to explore the life, culture and survival skills of Omakayas in <i>The Birchbark House</i>. This will in turn help them determine how the main events of at least 2 seasons of <i>The Birchbark House</i> prepare Omakayas to gain strength and understand and accept her past.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing or dictation. This prepares students to write or dictate a literary analysis as a permanent product.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> ● How well does the student explain the natural resources the Plains Indians use? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? 	<ul style="list-style-type: none"> ● How well does the student describe the lifestyle of the Plains Indians? ● How well does the student describe the natural resources the Plains Indians use? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student locate and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate a quotation to support an argument, analyses, or explanation? 	
Section Length	5 lessons	2 lessons, 3 lessons optional	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● practice reading aloud words and phrases ● Fluency Task ● “Mother To Daughter: 'That's When I Knew I Was Adopted'” by NPR Staff ● Support for Knowledge Demands ● Let’s Set the Context video ● “The Ojibwe” 	<ul style="list-style-type: none"> ● During the Section: ● Support for Language Protocol for Explicitly Teaching Vocabulary ● Vocabulary Task for sapling ● Mentor Sentence Language Task for “During the afternoon, Omakayas worked hard while her grandma watched keenly.” 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Birchbark House</i> ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response

	<ul style="list-style-type: none"> ● “Choices from the Past” 	<ul style="list-style-type: none"> ● Support for Meaning ● Additional text-dependent questions for Lesson 4 	<ul style="list-style-type: none"> ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 1: Introduction to the unit	Modified Lesson Overview
Description	In this lesson, students are introduced to the unit, specifically the unit assessments and early theories of how Native Americans came to the New World. Students will gain background knowledge needed to understand the text of the unit by listening to a read aloud from <i>Before Columbus: The Americas of 1491</i> by Charles C. Mann, determining the meaning of unknown words or phrases from the text and discussing the time period of the text.	In this lesson, the student is introduced to the unit, they will listen to a read aloud from <i>Before Columbus: The Americas of 1491</i> by Charles C. Mann. <ul style="list-style-type: none"> ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a). ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area (LC.RI.5.4). ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a).
Let’s Express Our Understanding	Students will, in their reading log, write a one paragraph summary of pages 53 and 54 of <i>Before Columbus: The Americas of 1491</i> . Be	With assistance as needed, the student will, in their reading log, write or dictate a few sentences to summarize pages 53

	sure to include the main ideas and details to support each main idea.	and 54 of <i>Before Columbus: the Americas of 1491</i> . Be sure to include a main idea and the details to support it..
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how Native Americans came to the New World? • Can students provide evidence such as details and examples from the text? 	<ul style="list-style-type: none"> • Can the student determine how Native Americans came to the New World? • Can the student recognize text evidence?
Text(s)	<i>Before Columbus: the Americas of 1491</i> by Charles C. Mann	<i>Before Columbus: the Americas of 1491</i> by Charles C. Mann
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • Vocabulary chart handout 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Diverse Learners Guide - Section 01 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners • 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.5.2a: <ul style="list-style-type: none"> • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic • Videos or story boards/cards of the story for visual

			<p>supports</p> <ul style="list-style-type: none"> • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 2: The Ice Age	Modified Lesson Overview
Description	In this lesson, students will analyze information from the film “Ice Age” to gain a better understanding of how people migrated to the Americas. Students also use digital and print sources to integrate information and explain what they learned.	<p>In this lesson, the student will analyze information from the film “Ice Age” .</p> <ul style="list-style-type: none"> • Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison (LC.RL.5.3a). • Refer to specific text evidence to support inferences, interpretations, or conclusions (LC.RL.5.1b).

Let's Express Our Understanding	<p>In a whole group discussion, students will share their responses on the viewing guide and the following question:</p> <ul style="list-style-type: none"> ● What information did you gain from watching the clip from "Ice Age"? ● How does the clip from "Ice Age" help you understand the information from <i>Before Columbus: The Americas of 1491</i>? 		<p>In a whole group discussion, students will share their responses on the viewing guide and the following question:</p> <ul style="list-style-type: none"> ● What information did you gain from watching the clip from "Ice Age"? ● How does the clip from "Ice Age" help you understand the information from <i>Before Columbus: The Americas of 1491</i>?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the clip from "Ice Age" help them understand the information from <i>Before Columbus: The Americas of 1491</i>? ● Can students use multimedia to develop and support ideas in explanations and presentations? 		<ul style="list-style-type: none"> ● Can the student match details in the clip from "Ice Age" and from <i>Before Columbus: The Americas of 1491</i>? ● Can the student use multimedia to aid in establishing ideas?
Text(s)	No text		No text
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● "Ice Age" viewing guide handout ● Vocabulary chart handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 01 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature

			<p>LC.RL.5.3a:</p> <ul style="list-style-type: none"> ▪ Graphic organizers (Web) ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 3: In the beginning	Lesson is Optional
Description	In this lesson, read chapter 3 from <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> to determine the reasons why people moved to the New World	

Let's Express Our Understanding	Students in their reading log, respond to the following question: <ul style="list-style-type: none"> • Why did people travel to New World? 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain what challenges did the people face as they moved from Asia to Alaska? • Can students respond to questions to demonstrate understanding of texts and topics. 	
Text(s)	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> by Joy Hakim	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Reading log • Vocabulary chart 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • partner reading • choral reading

Lesson Overview		
Lesson Number	Lesson 4: Introducing the anchor text	Lesson is Optional
Description	In this lesson, students will read chapter 4 of <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> in pairs to develop a deeper understanding of how Native Americans adapted to the New World. Students will listen to a read aloud of the introduction to <i>The Birchbark House</i> and integrate information to understand the character in this text using their	

	knowledge of the history and the character in the film clip from “Ice Age.”	
Let’s Express Our Understanding	<p>Students in their reading log, will respond to the prompt: Based on what you have learned about the lives of Native Americans so far, what is one possible reason that the men did not rescue the little girl?</p> <ul style="list-style-type: none"> ● Support response by citing evidence from at least one text that we have read. ● Use sentence starters when stating evidence. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students describe the early accomplishments of Native Americans? ● Can student determine meaning of words and phrases as they are used in a text, including technical, figurative, and connotative meanings? 	
Text(s)	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> by Joy Hakim and <i>The Birchbark House</i> by Louise Erdrich	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Vocabulary chart ● “Ice Age” viewing guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 5: The Plains Indians	Lesson is Optional
Description	In this lesson, students will read chapter 9 <i>The First Americans: Prehistory -1600 (A History of US, Book 1)</i> to learn about the lifestyle and livelihood of the Plain Indians. Students also will identify two or more main ideas of a text and summarize the text.	
Let's Express Our Understanding	<p>Students will use the information from the Chapter 9 summary handout to independently summarize the chapter. Students can use the outline below to organize their summary.</p> <ul style="list-style-type: none"> ● Introduction sentence ● Write one or more main ideas <ul style="list-style-type: none"> ○ Details/ evidence from the text ○ Details/ evidence from the text ○ Details/ evidence from the text ○ Details/ evidence from the text ● Closing Sentence 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students accurately explain how the Plain Indians lived and survived? ● Can students provide relevant details to support the main ideas of the text? 	
Text(s)	<i>The First Americans: Prehistory -1600 (A History of US, Book 1)</i> by Joy Hakim	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A copy of the extension task students directions ● Chapter 9 summary handout ● Vocabulary Handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	
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Section Overview		
Section Number	2	Modified Section Overview
Description	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Assessment	<p>Students will read chapter 3 of <i>The Birchbark House</i> by Louise Erdrich and analyze the interactions between Omakayas and other characters in the text to respond to the following question: Why hasn't Omakayas told anyone of her experience with the bears?</p> <p>Culminating task connections: Students demonstrate their understanding of Omakayas development during the Neebin (Summer) section of the novel. In this section students learn Omakayas is connected to animals, nature, and spirits because she can communicate with a family of bears she encounters. This prepares students to analyze how the main events of each season of <i>The</i></p>	<p>Students will read chapter 3 of <i>The Birchbark House</i> by Louise Erdrich and to gain an understanding of how the interactions between Omakayas and any one of the other characters in the text to respond to the following question: Why hasn't Omakayas told anyone of her experience with the bears? Students will identify at least 2 reasons and evidence that support an author's point(s) for those reasons.</p> <p>Culminating task connections: Students describe their understanding of Omakayas development during the Neebin (Summer) section of the novel. In this section students learn Omakayas is connected to animals, nature, and spirits because she can</p>

Birchbark House prepare Omakayas to gain strength and understand and accept her past.

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

Reading/Knowledge Look Fors:

- How well does the student analyze Omakayas's relationship with the other characters in the Neebin section of the novel?
- How well does the student explain the connection between the change in Omakayas behavior and her encounter with the family of bears?

Writing/ELA Skill Look Fors:

- How well does the student analyze relationships among the details of a text and how they develop ideas?
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?

communicate with a family of bears she encounters. This prepares students to compare and contrast how the main events of at least 2 seasons of *The Birchbark House* prepare Omakayas to gain strength and understand and accept her past.

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing or dictation. This prepares students to write or dictate a permanent product.

Reading/Knowledge Look Fors:

- How well does the student recognize Omakayas's relationship with at least 2 of the other characters in the Neebin section of the novel?
- How well does the student describe the connection between the change in Omakayas behavior and her encounter with the family of bears?

Writing/ELA Skill Look Fors:

- How well does the student identify and explore relationships among the details of a text and how they develop ideas?
- How well does the student identify and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?

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

Lesson Overview		
Lesson Number	Lesson 6: Native Americans Impact on Land	Modified Lesson Overview

Description	<p>In this lesson, students will listen to a read aloud from <i>Before Columbus: The Americas of 1491</i> to determine the meaning of unknown words and phrases from the text. Also students will discuss how Native Americans changed the landscape of the New World.</p>		<p>In this lesson, the student will listen to a read aloud from <i>Before Columbus: The Americas of 1491</i>.</p> <ul style="list-style-type: none"> ● Identify reasons and evidence that support an author's point(s) in a text. (LC.RI.5.8b). ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a).
Let's Express Our Understanding	<p>Students will respond to the following prompt in your reading log:</p> <ul style="list-style-type: none"> ● How did the Native Americans change the landscape of the new world? ● Be sure to include evidence to support the points that you make. 		<p>With assistance as needed, the student will respond to the following prompt in their reading log:</p> <ul style="list-style-type: none"> ● How did the Native Americans change the landscape of the new world? ● Be sure to include evidence.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students accurately explain what the landscape was like before and after the Native Americans arrived in the New World? ● Can students provide relevant evidence to support the claim? 		<ul style="list-style-type: none"> ● Can the student describe what the landscape was like before the Native Americans arrived in the New World? ● Can the student describe what the landscape was like after the Native Americans arrived in the New World? ● Can the student provide evidence to support the claim?
Text(s)	<p><i>Before Columbus: The Americas of 1491</i> by Charles C. Mann</p>		<p><i>Before Columbus: The Americas of 1491</i> by Charles C. Mann</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Vocabulary Chart handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes

- [Diverse Learners Guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.8b](#):
 - Highlighted headings, key words or sentences
 - Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions
 - Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
 - Add images that represent important information
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Graphic organizers
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers

- Peer support, collaborative grouping

Lesson Overview

Lesson Number	Lesson 7: Erdrich’s Use Figurative Language					Modified Lesson Overview														
Description	<p>In this lesson, students read chapter 1 of <i>The Birchbark House</i> by Louise Erdrich to identify and describe the characters that are introduced in this chapter. Students will also compare and contrast the lifestyle of this group of Native Americans with the information from other texts that we have read.</p>					<p>In this lesson, the student reads or is read to chapter 1 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> • Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (LC.RL.5.3b). 														
Let’s Express Our Understanding	<p>Students will complete the first row of the graphic organizer for chapter 1, “The Birchbark House” by responding to the following columns:</p> <table border="1" data-bbox="472 1198 1255 1409"> <tr> <td data-bbox="472 1198 627 1409">Identify the challenges that Omakayas</td> <td data-bbox="627 1198 783 1409">Explain how Omakayas responds to the</td> <td data-bbox="783 1198 938 1409">Other characters and Omakayas interaction</td> <td data-bbox="938 1198 1094 1409">Summarize the chapter</td> <td data-bbox="1094 1198 1255 1409">In what ways does Omakayas grow and gain</td> </tr> </table>					Identify the challenges that Omakayas	Explain how Omakayas responds to the	Other characters and Omakayas interaction	Summarize the chapter	In what ways does Omakayas grow and gain	<p>With assistance as needed, the student will complete the first row of the graphic organizer for chapter 1, “The Birchbark House” by responding to the following columns:</p> <table border="1" data-bbox="1285 1240 2011 1403"> <tr> <td data-bbox="1285 1240 1440 1403">Identify a challenge that Omakayas</td> <td data-bbox="1440 1240 1596 1403">Explain how Omakayas responds</td> <td data-bbox="1596 1240 1751 1403">Other characters and Omakayas</td> <td data-bbox="1751 1240 1906 1403">Summarize the chapter</td> <td data-bbox="1906 1240 2011 1403">In what ways does Omakayas grow and</td> </tr> </table>					Identify a challenge that Omakayas	Explain how Omakayas responds	Other characters and Omakayas	Summarize the chapter	In what ways does Omakayas grow and
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faces.	to the challenge.	interaction with them.		gain strength in this chapter?								
Lesson Look-Fors	<ul style="list-style-type: none"> ● Explain to students that some of the columns will not have a response for this chapter. ● Can students interpret the meaning of the phrase “words were sharp as bee stings” to deepen their understanding of texts? ● Can students provide evidence from the text in support of their interpretation of the phrase “words were sharp as bee stings”? 	<ul style="list-style-type: none"> ● Explain to the student that some of the columns will not have a response for this chapter. ● Can the student understand the meaning of the phrase “words were sharp as bee stings”? ● Can the student provide text evidence to support their understanding of the phrase “words were sharp as bee stings”? 										
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich									
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A copy of the culminating writing task student directions ● Seasons graphic organizer ● Reading log ● Vocabulary Chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Literature LC.RL.5.3b: 									

		<ul style="list-style-type: none"> ▪ Graphic organizers (Web) ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 8: Character Relationships	Modified Lesson Overview
Description	In this lesson, students read chapter 2 of <i>The Birchbark House</i> by Louise Erdrich to analyze the interactions between Omakayas and other characters in the text.	<p>In this lesson, the student reads or is read to chapter 2 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a).

		<ul style="list-style-type: none"> ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (LC.RL.5.3b). 																				
<p>Let's Express Our Understanding</p>	<p>Students will complete the first row of the graphic organizer for chapter 2, "The Birchbark House" by responding to the following columns:</p> <table border="1" data-bbox="472 521 1262 922"> <thead> <tr> <th colspan="5">Seasonal Graphic Organizer</th> </tr> </thead> <tbody> <tr> <td>Identify the challenges that Omakayas faces.</td> <td>Explain how Omakayas responds to the challenges that she faces.</td> <td>Other characters and Omakayas' interaction with them.</td> <td>Summarize the chapter</td> <td>In what ways does Omakayas grow and gain strength in this chapter?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Explain to students that some of the columns will not have a response for this chapter. 	Seasonal Graphic Organizer					Identify the challenges that Omakayas faces.	Explain how Omakayas responds to the challenges that she faces.	Other characters and Omakayas' interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?	<p>With assistance as needed, the student will complete the first row of the graphic organizer for chapter 2, "The Birchbark House" by responding to the following columns:</p> <table border="1" data-bbox="1283 605 2005 979"> <thead> <tr> <th colspan="5">Seasonal Graphic Organizer</th> </tr> </thead> <tbody> <tr> <td>Identify a challenge that Omakayas faces.</td> <td>Explain how Omakayas responds to the challenge.</td> <td>Other characters and Omakayas interaction with them.</td> <td>Summarize the chapter</td> <td>In what ways does Omakayas grow and gain strength in this chapter?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Explain to the student that some of the columns will not have a response for this chapter. 	Seasonal Graphic Organizer					Identify a challenge that Omakayas faces.	Explain how Omakayas responds to the challenge.	Other characters and Omakayas interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?
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<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain why Native Americans respect nature, specifically animals, in chapter 2? ● Can students provide evidence from the text and reasoning support their claim? 	<ul style="list-style-type: none"> ● Can the student determine why Native Americans respect animals? ● Can the student locate evidence in the text to support their claim? 																				
<p>Text(s)</p>	<p><i>The Birchbark House</i> by Louise Erdrich</p>	<p><i>The Birchbark House</i> by Louise Erdrich</p>																				

Materials

Lesson Materials:

- Seasonal Graphic organizer
- Reading log
- Vocabulary Chart Handout

Possible Supports During the Lesson:

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Additional Supports for SWSCDs:

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- [Diverse Learners Guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Literature LC.RL.5.10a](#):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the text.
 - Preview of the text, illustrations, and details, frontloading

		<ul style="list-style-type: none"> • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions.
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Lesson Overview		
Lesson Number	Lesson 9: Growth in the Main Character	Modified Lesson Overview
Description	In this lesson, students read chapter 3 of <i>The Birchbark House</i> by Louise Erdrich to analyze the interactions between Omakayas and other characters in the text to describe how Omakayas has developed so far in the text.	In this lesson, the student reads or is read to chapter 3 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version .

			<ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (LC.RL.5.3b).
Let's Express Our Understanding	<p>In their reading log, students will respond to the following question:</p> <ul style="list-style-type: none"> ● Why hasn't Omakayas told anyone of her experience with the bears? <ul style="list-style-type: none"> ○ Students must use evidence from the text to support their response. 	<p>With assistance as needed, in their reading log, the student will respond to the following question:</p> <ul style="list-style-type: none"> ● Why hasn't Omakayas told anyone of her experience with the bears? <ul style="list-style-type: none"> ○ Use text evidence in your response. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what changes they have noticed in Omakayas behavior? ● Can students gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	<ul style="list-style-type: none"> ● Can the student describe any changes they have noticed in Omakayas behavior? ● Can the student gather evidence to demonstrate an understanding of texts and topics to: <ol style="list-style-type: none"> 1. support claims 2. develop ideas 	
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasonal Graphic organizer ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide

- Vocabulary Chart Handout

- 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 Literature LC.RL.5.3b](#):
 - Graphic organizers (Web)
 - Interactive whiteboard and/or chart paper
 - Read aloud texts
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details

Lesson Overview

Lesson Number

Lesson 10: Understanding Text, Understanding Structure

Modified Lesson Overview

Description	<p>In this lesson, students will read chapter 4 of the <i>Birchbark House</i> by Louise Erdrich and understand how the chapters fit together to provide the overall structure of the text.</p>		<p>In this lesson, the student reads or is read to chapter 4 of the <i>Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text (LC.RL.5.5a). ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a).
Let's Express Our Understanding	<p>In their reading log, students will explain how the author organizes the text.</p> <ul style="list-style-type: none"> ● Provide specific examples from the text to support the structure and organization that they describe. 		<p>With assistance as needed, in their reading log, the student will explain how the author organizes the text.</p> <ul style="list-style-type: none"> ● Provide specific examples from the text to support the structure and organization that they describe.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what challenge do Omakayas and Angeline face as they watch the cornfield and how they respond to that challenge? ● Can students analyze how the details contribute to the structure and organization of a text? 		<ul style="list-style-type: none"> ● Can the student explain the challenge Omakayas and Angeline face as they watch the cornfield? <ul style="list-style-type: none"> ● how do they respond to that challenge?
Text(s)	<i>Birchbark House</i> by Louise Erdrich		<i>Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasonal Graphic organizer ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide

- Vocabulary Chart Handout

- 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 Literature LC.RL.5.10a](#):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the text.
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details



- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Pre-program responses into assistive technology devices to facilitate student participation in discussions.

Section Overview		
Section Number	3	Section Optional
Description	Birchbark House	
Assessment	<p>In this lesson, students read “Columbus,” by Joaquin Miller and work in collaborative groups to analyze the poem to write a response to the question “What message did the poet hope to convey with this poem? What did you learn?”</p> <p>Culminating task connections: Students demonstrate their understanding of how a character’s actions develop the message of the poem. Throughout the poem each stanza addresses another part of Columbus’ journey to the new world and how he responds to his challenges just as each season in the novel <i>Birchbark House</i> addresses an event in Omakayas life and how she responds to her challenges. This prepares the student to analyze the development of the character, as well as, the overall structure of the text.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors: How well does the student analyze the interactions and relationship between Columbus and his crew? How well does the student analyze how Columbus’ relationship with his mate influences Columbus’ actions?</p> <p>Writing/ELA Skill Look Fors: How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</p>	

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

Lesson Overview

Lesson Number	Lesson 11: Who is Christopher Columbus?	Lesson is Optional
Description	<p>In this lesson, students read chapter 15 from <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> and use context clues to determine the meaning of unknown words and phrases. Students also explain the relationship between Columbus' childhood and his later voyages.</p>	
Let's Express Our Understanding	<p>In their reading log, students will write a paragraph respond to the following question: What word best describes Columbus? (smart, brave, or persistent)</p> <p>Students may use the outline below to construct their paragraph. The word that best describes Christopher Columbus is _____.</p> <p>According to the text, _____. (</p> <p>Students must select relevant evidence from the text that supports Columbus is _____.)</p> <p>This proves Columbus _____.</p> <p>(Students must explain why evidence proves Columbus is _____.)</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the challenges Columbus faced and how he responded to them? 	

	<ul style="list-style-type: none"> • Can students gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	
Text(s)	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> by Joy Hakim	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Vocabulary chart handout • Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • partner reading • choral reading • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept

Lesson Overview

Lesson Number	Lesson 12: The New World		Lesson is Optional
Description	<p>In this lesson, students read chapter 16 from <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> to describe the challenges that Columbus and his crew faced on their journey and how they responded to those challenges. Students gain knowledge by answering text dependent questions, which will prove useful later in the unit as students complete the extension task.</p>		
Let's Express Our Understanding	<p>In your reading log, agree or disagree with this statement:</p> <ul style="list-style-type: none"> ● Columbus's "never give up" attitude is the reason that he and his crew made it to the New World. ● Then, write two pieces of evidence from chapter 16 to support your stance. 		
Lesson Look-Fors	<p>Can students explain the relationship between Columbus and his crew?</p> <p>Can students identify and describe the reasoning and evidence used to develop arguments and explanations?</p>		
Text(s)	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> Joy Hakim		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Vocabulary chart handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	

	<ul style="list-style-type: none"> • Cause and effect graphic organizer handout 	<ul style="list-style-type: none"> • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	
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Lesson Overview		
Lesson Number	Lesson 13: Analyzing Columbus's Arrival	Lesson is Optional
Description	In this lesson, students read excerpts from chapter 16 from <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> to obtain knowledge about Columbus' arrival in the new world. Students also, analyze a firsthand account to gain information about Columbus's view of the Tainos	
Let's Express Our Understanding	During small group discuss, students will respond to the following question:	

	<ul style="list-style-type: none"> • What is Columbus’s point of view in his letter to the Treasure of Spain? <p>When responding to the question, be sure to consider Columbus’s feelings toward the Natives Americans and the New World.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how Columbus's word choice shows his feelings toward the Native Americans? • Can students describe how word choice impacts the tone of a text? 	
Text(s)	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> Joy Hakim	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • Cause and Effect Graphic Organizer 	<p>Possible Supports During the Lesson:</p>

Lesson Overview		
Lesson Number	Lesson 14: Reading with accuracy, appropriate rate and expression	Lesson is Optional
Description	In this lesson, students practice reading with accuracy, appropriate rate, and expression by reading <i>Pedro’s Journal</i> by Pam Conrad. Students also use the independent reading tracker to capture the most important points of a section of the text.	

Let's Express Our Understanding	Students in a small group, discuss the questions on the independent reading handout for the August 3 - September 3 journal entry with their group.		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students accurately assess their partner's fluency and engage in the protocol? • Can students pay attention to and acknowledge others, thoughtfully considering their ideas? 		
Text(s)	<i>Pedro's Journal</i> by Pam Conrad		
Materials	Lesson Materials: <ul style="list-style-type: none"> • Reading log • Independent reading handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • partner reading • choral reading 	

Lesson Overview

Lesson Number	Lesson 15: Analyzing Poetry		Lesson is Optional
Description	In this lesson, students read “Columbus,” by Joaquin Miller and work in collaborative groups to analyze the poem and complete the TP-CASTT handout. Students also write a brief description of the message of the poem.		
Let’s Express Our Understanding	<p>In your reading log, respond to the following question:</p> <ul style="list-style-type: none"> • What message did the poet hope to convey with this poem? What did you learn? • Express your understanding in 2 or 3 sentences. 		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify an example of imagery in the form of descriptive words and phrases that paint pictures in their minds? • Can students evaluate the effects of the details, language, literary devices, and elements of a text? 		
Text(s)	poem “Columbus” by Joaquin Miller		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • TP-CASTT handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • 	

Section Overview		
Section Number	4	Section Optional

Description	Birchbark House	
Assessment	<p>Students will have approximately 35 minutes to reread “Diary of John Wadsworth” from Louisiana EAGLE. Then answer the questions 5 on the practice cold read task.</p> <p>Imagine you are John Wadsworth having an adventure in New England. Write the next journal entry as if you were John Wadsworth. Use what you have learned from the passage to write your journal entry. Be sure to observe the conventions of standard English.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of what life was in the New World during the Spring of 1632 by narrating a journal entry describing an adventure. This task helps the students to understand the environment in which the novel Birchbark House is set in. This also prepares students to analyze the lifestyle of the Chimookoman in the Dagwaging (Fall) section of the novel.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a narrative.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the thoughts and feelings of John Wadsworth? ● How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Birchbark House</i> ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature 	

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

Lesson Overview		
Lesson Number	Lesson 16: Practice Cold Read, Part I Multiple Choice Questions	Lesson is Optional
Description	In this lesson, students read Pedro’s Journal independently over the course of the unit and view “The Columbian Exchange.” Then students answer a combination of questions.	

<p>Let's Express Our Understanding</p>	<p>Students will have approximately 35 minutes to read the texts and answer questions 1- 4 on the practice cold read task. Eliminate two choices before choosing the final response.</p> <ol style="list-style-type: none"> 1) What is the meaning of the figure of speech the ship gallantly conquered wave after wave in this sentence? Which phrase best supports the answer to Part A? 2) How does the captain's comment fit in the overall structure of the story? What evidence from the text best supports the answer to Part A? 3) Write the letter of the description that accurately describes each character into the chart above. Write the letter of the supporting evidence for each character description into the chart above. 4) Which two main ideas are most developed in the diary entries of John Wadsworth? Select two details that best support the answers to Part A. Select one detail for each of the correct main ideas in Part A. 		
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain the overall structure of the text? ● Can students provide evidence such as details and examples from the text to support their response? 		
<p>Text(s)</p>	<p><i>Pedro's Journal</i> by Pam Conrad</p>		
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold Read Task Assessment ● Cold Read Task Answer Sheet 	<p>Possible Supports During the Lesson:</p>	

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 17: Practice Cold Read Task, Part II Essay Response		Lesson is Optional
Description	In this lesson, students read Pedro’s Journal independently over the course of the unit and view “The Columbian Exchange.” Then students answer a combination of questions.		
Let’s Express Our Understanding	<p>Students will have approximately 35 minutes to answer question 5 on the practice cold read task.</p> <p>5) Imagine you are John Wadsworth having an adventure in New England. Write the next journal entry as if you were John Wadsworth. Use what you have learned from the passage to write your journal entry. Be sure to observe the conventions of standard English.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students describe John Wadsworth's first day in New World? ● Can students identify task expectations, verify accurate understanding, and develop a plan appropriate for accomplishing the established outcomes? ● Can students group and sequence sentences and paragraphs to create a coherent narrative? 		
Text(s)	<i>Pedro’s Journal</i> by Pam Conrad		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold Read Task Assessment 	Possible Supports During the Lesson:	

- Cold Read Task Answer Sheet

Section Overview

Section Number	5	Modified Section Overview
Description	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Assessment	<p>Students will find 2 pieces of evidence from <i>First Americans</i> to support why it is important for the Native Americans to learn the writing of the Europeans.</p> <ul style="list-style-type: none"> ● Write the evidence in your reading log. <p>Culminating task connections: Students demonstrate their understanding of the importance of the Native Americans learning to read and write English by noting how not knowing the language could negatively impact the Native Americans . In chapter 8 of the <i>Birchbark House</i>, the character Fishtail decided to learn the chimookoman’s language so the Ojibwa could not be cheated on treaties. This prepares students to analyze how a secondary character impacts the development of the story.</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>Students will find at least 1 piece of evidence from <i>First Americans</i> to support why it is important for the Native Americans to learn the writing of the Europeans.</p> <ul style="list-style-type: none"> ● Write the evidence in your reading log. <p>Culminating task connections: Students demonstrate their understanding of the importance of the Native Americans learning to read and write English by noting how not knowing the language could negatively impact the Native Americans . In chapter 8 of the <i>Birchbark House</i>, the character Fishtail decided to learn the Chimookoman’s language so the Ojibwa could not be cheated on treaties. This prepares students to explore how a secondary character impacts the development of the story.</p> <p>Students also demonstrate their ability to form a claim, develop a response,integrate quotations, and use conventions to produce clear writing or dictation. This prepares students to write or dictate a permanent product.</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Fishtail and the chimookoman? ● How well does the student analyze how Fishtail interactions with the chimookoman influences Fishtail’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 		<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student discuss the interactions and relationship between Fishtail and the chimookoman? ● How well does the student describe and explain how Fishtails interactions with the Chimookoman influences Fishtail’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student explore relationships among the details of a text and how they develop ideas?
Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <p>“The Conceited Mouse” by Ella Foster Case</p> <ul style="list-style-type: none"> ● Support for Knowledge Demands 	<p>During the Section:</p> <ul style="list-style-type: none"> ○ Support for Language ○ Protocol for Explicitly Teaching Vocabulary <p>Vocabulary Task for:</p> <ul style="list-style-type: none"> ● conceited ● opinion 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Birchbark House</i> ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support

	<ul style="list-style-type: none"> ○ Let's Set the Context video <p>"The Ojibwe"</p> <p>"Choices from the Past"</p>	<ul style="list-style-type: none"> ● chilly ● advice ● wise ● scamper ● sniffed ● scuttle ● cunning ● snug ● inconvenient ● nibble <p>Use mentor sentences with Lesson 18</p> <p>Support for Meaning</p> <p>Additional text-dependent questions for Lesson 18, 19, 20, 21, and 22</p>	<ul style="list-style-type: none"> ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 18: Analyzing figurative language in a literary text	Modified Lesson Overview
Description	In this lesson, students read chapter 5 of <i>The Birchbark House</i> and summarize the text. Students identify and analyze the author's	In this lesson, the student reads or is read to chapter 5 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version .

	<p>use of figurative language in the text to help us understand the mood and feelings in the chapter.</p>		<ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Summarize a portion of text such as a paragraph or a chapter (LC.RL.5.2a). ● Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes (LC.RL.5.4).
<p>Let's Express Our Understanding</p>	<p>In your reading log, respond to the following question:</p> <ul style="list-style-type: none"> ● What is the overall feeling that you get from reading this chapter? <ul style="list-style-type: none"> ○ What words or phrases from the text do you identify with the feeling? 		<p>With assistance as needed, in your reading log, respond to the following question:</p> <ul style="list-style-type: none"> ● What feeling do you get from reading this chapter? <ul style="list-style-type: none"> ○ What words or phrases from the text make you feel that way?
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain the meaning of the phrase "We'll end up in the land of the spirits"? ● Can students evaluate the effects of the details, language, literary devices, and elements of a text? 		<ul style="list-style-type: none"> ● Can the student discuss the meaning of the phrase "We'll end up in the land of the spirits"? ● Can the student understand at least 2 of the effects of the details, language, literary devices, and elements of a text?
<p>Text(s)</p>	<p><i>Birchbark House</i> by Louise Erdrich</p>		<p><i>Birchbark House</i> by Louise Erdrich</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Analyzing figurative language handout ● Vocabulary chart handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● accountable talk ● Conversation stems handout 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide

- Reading log

- Diverse Learners Guide - Section 05 of Grade 05 *The Birchbark House* - Section Supports - Additional Supports for Diverse Learners
- 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 Literature LC.RL.5.2a](#):
 - Story map graphic organizer
 - Blank storyboards
 - Pre-drawn storyboard to use for sorting
 - Picture representations describing the possible details of the specific story
 - Cloze notes with picture supports for text and students input
 - Highlighted text
 - Simplified text options
 - Errorless learning techniques

Lesson Overview

Lesson Number

Lesson 19: Text Dependent Questions and Citing Evidence

Modified Lesson Overview

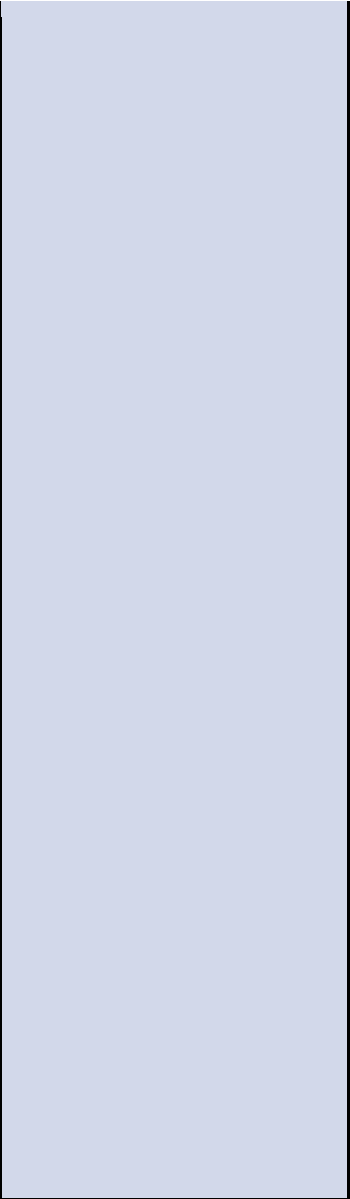
<p>Description</p>	<p>In this lesson, students will read chapter 6 of <i>The Birchbark House</i> by Louise Erdrich to analyze the interaction between Omakayas and the other characters as well as describe the growth in Omakayas. Also, students will respond to text dependent questions to demonstrate understanding of this chapter, specifically how characters respond to challenges.</p>	<p>In this lesson, the student reads or is read to chapter 6 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact (LC.RL.5.3b)).
<p>Let's Express Our Understanding</p>	<p>With your partner, students will respond to the questions on the Chapter 6 text dependent questions handout.</p> <p>Be prepared to share your responses with the class</p> <ol style="list-style-type: none"> 1. Reread pages 85 - 88, beginning with "'Pinnnnnch!' It was Mama's threatening voice." and ending with "With that, she and Omakayas left him to Angeline and went off into the woods seeing Andeg." In this section of the text, Mama says to Pinch, "There is no medicine but enduring the consequences of your greed." Explain what this means. Support your explanation with evidence from the text. 2. In this chapter, Omakayas speaks to the bear in front of her mother. What does this tell us about Omakayas? 3. Reread page 97, beginning with "Here," said Two Strike Girl, dumping hers off." and ending with, "As the rice cooked, it gathered the taste of the maple." How does Erdrich show us the importance of obedience in Native American culture through this scene? 	<p>With a partner, the student will respond to the questions on the Chapter 6 text dependent questions handout.</p> <p>Be prepared to share your responses with the class</p> <ol style="list-style-type: none"> 1. Reread pages 85 - 88, beginning with "'Pinnnnnch!' It was Mama's threatening voice." and ending with "With that, she and Omakayas left him to Angeline and went off into the woods seeing Andeg." In this section of the text, Mama says to Pinch, "There is no medicine but enduring the consequences of your greed." Explain what this means. Support your explanation with evidence from the text. 2. In this chapter, Omakayas speaks to the bear in front of her mother. What does this tell us about Omakayas? 3. .Reread page 97, beginning with "Here," said Two Strike Girl, dumping hers off." and ending with, "As the rice cooked, it gathered the taste of the maple." How does Erdrich show us the importance of

	<p>4. What happened to Two- Strike girl and Omakayas after working together? Support your response with evidence from the text.</p>		<p>obedience in Native American culture through this scene?</p> <p>4. What happened to Two- Strike girl and Omakayas after working together? Support your response with evidence from the text.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why Omakayas was glad when Pinch got in trouble? ● Can students provide evidence such as details and examples from the text? 		<ul style="list-style-type: none"> ● Can the student determine why Omakayas was glad when Pinch got in trouble? ● Can the student provide text evidence?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chapter 6 text dependent questions handout ● Season graphics organizer ● Reading log ● Vocabulary chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 05 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature LC.RL.5.3b: <ul style="list-style-type: none"> ▪ Graphic organizers (Web)

		<ul style="list-style-type: none"> ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 20: Contrasting Language	Modified Lesson Overview
Description	In this lesson, students will read chapter 7 of <i>The Birchbark House</i> by Louise Erdrich to discover how the language that Erdrich uses helps the reader to identify changes in the character and evokes feelings in the reader.	<p>In this lesson, the student reads or is read to chapter 7 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Refer to specific text evidence to support inferences, interpretations, or conclusions (LC.RL.5.1b).

Let's Express Our Understanding	<p>In their reading log, students will write 3 - 5 sentences to explain how Omakayas has changed from the beginning of the novel.</p> <ul style="list-style-type: none"> • What experiences led to the changes? • What actions support the changes? 		<p>With assistance as needed, in their reading log, the student will write 2 - 3 sentences to explain how Omakayas has changed from the beginning of the novel.</p> <ul style="list-style-type: none"> • What experiences led to the changes? • What actions support the changes?
Lesson Look-Fors	<p>Can students explain how each character feels as they prepare for the winter?</p> <p>Can students provide evidence such as details and examples from the discussion?</p>		<ul style="list-style-type: none"> • Can the student match each character to how they feel as they prepare for the winter? • Can the student provide evidence from the discussion?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Your seasons graphic organizer • Your reading log • Your vocabulary chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • partner reading • choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Diverse Learners Guide - Section 05 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners • 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 Literature LC.RL.5.1b: • Read aloud texts

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- Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 21: Chimookoman's Tracks	Modified Lesson Overview
Description	In this lesson, students read chapter 8 of <i>The Birchbark House</i> by Louise Erdrich to discuss why Native Americans were learning the white man's language. Integrate information from multiple texts we have read in the unit to express understanding about the relationship between the Europeans and the Native Americans.	In this lesson, the student reads or is read to chapter 8 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version . <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic (LC.RL.5.2c).
Let's Express Our Understanding	Students will find 2 pieces of evidence from <i>First Americans</i> to support why it is important for the Native Americans to learn the writing of the Europeans. <ul style="list-style-type: none"> ● Write the evidence in your reading log 	With assistance as needed, the student will find a piece of evidence from <i>First Americans</i> to support why it is important for the Native Americans to learn the writing of the Europeans. <ul style="list-style-type: none"> ● Write or dictate the evidence in your reading log
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why was it imperative that the Native American learn to read and write the white man's language? ● Can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? 	<ul style="list-style-type: none"> ● Can the student state why was it important that the Native Americans learn to read and write the white man's language? ● Can the student insert quotations accurately?

Text(s)	<p><i>The Birchbark House</i> by Louise Erdrich and <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> Joy Hakim</p>		<ul style="list-style-type: none"> ● <i>The Birchbark House</i> by Louise Erdrich ● <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> Joy Hakim
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasonal graphic organizer ● Reading log ● Vocabulary Chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 05 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature LC.RL.5.2c: <ul style="list-style-type: none"> ▪ Paper and crayons ▪ Read aloud texts ▪ Interactive white board ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Graphic organizers ▪ Highlighted text (e.g., words that support the topic)

		<ul style="list-style-type: none"> ▪ Preview of the text, illustrations, and details, frontloading ▪ Pictures, objects, or tactile representations to illustrate the key details ▪ Sentence strips that reflect text from the story that supports the key details ▪ Videos or story boards/cards of the story for visual supports ▪ Picture icons on graphic organizers to support non-readers and visual learners ▪ Peer support, collaborative grouping ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding grouping
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Lesson Overview		
Lesson Number	Lesson 22: Recurring Topics	Modified Lesson Overview
Description	In this lesson, students will read chapter 9 of <i>The Birchbark House</i> by Louise Erdrich and discuss the importance of the Native Americans learning the white man’s language. Students will	In this lesson, the student reads or is read to chapter 9 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version .

	create a common list of topics from the text to begin to identify the theme.	<ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Refer to specific text evidence to support inferences, interpretations, or conclusions (LC.RL.5.1b). 	
Let's Express Our Understanding	Students will select one of the discussed topics (growth, learning, survival and respect) in this lesson. Find 2 pieces of evidence from <i>The Birchbark House</i> to support your understanding of the topic in their reading log.	<p>With assistance as needed, the student will select one of the discussed topics (growth, learning, survival and respect) in this lesson.</p> <ul style="list-style-type: none"> ● Find a piece of evidence from <i>The Birchbark House</i> to support your understanding of the topic in their reading log. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the contrast between Angeline's attitude toward Omakayas in this chapter and her attitude toward Omakayas in previous chapters? ● Can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? 	<ul style="list-style-type: none"> ● Can the student describe Angeline's attitude toward Omakayas in this chapter? ● Can the student describe Angeline's attitude toward Omakayas in previous chapters? ● Can the student accurately cite evidence? 	
Text(s)	<i>The Birchbark House</i> by Louise Erdrich	<i>The Birchbark House</i> by Louise Erdrich	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Discussion handout ● Seasons graphic organizer ● Reading log ● Vocabulary chart 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 05 of Grade 05 <i>The</i>

Birchbark House - Section Supports - Additional Supports for Diverse Learners

- 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 Literature LC.RL.5.1b](#):
 - Read aloud texts
 - Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support

		<p>non-readers and visual learners</p> <ul style="list-style-type: none"> • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	6	Modified Section Overview
Description	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Assessment	<p>Students write / rewrite the scene from Deydey’s point of view. Students must describe Deydey’s thoughts and feelings as he tries to go outside.</p> <p>Culminating task connections: Students demonstrate their understanding of the thoughts and feelings of Deydey, Omakayas’ father, during the outbreak of smallpox. This prepares students to analyze how a secondary character impacts the development of the story. Students demonstrate the ability to infer what Deydey could be thinking and feeling by analyzing the author’s word choice (stagger, determinedly crawling, fevered).</p>	<p>Students write/rewrite or dictate the scene from Deydey’s point of view. Students must describe Deydey’s thoughts and feelings as he tries to go outside.</p> <p>Culminating task connections: Students demonstrate their understanding of the thoughts and feelings of Deydey, Omakayas’ father, during the outbreak of smallpox. This prepares students to describe how a secondary character impacts the development of the story. Students demonstrate the ability to infer what Deydey could be thinking and feeling by exploring the author’s word choice (stagger, determinedly crawling, fevered).</p>

	<p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a narrative.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the information the narrator shares about Deydey’s actions? • How well does the student analyze the point of view from which the story is told? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze how a narrator's/author's perspective influences the purpose of a text? • How well does the student analyze the perspective and affiliations of the author, when the text was written, and why the text was written? 	<p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing or dictating. This prepares students to write or dictate a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify with the information the narrator shares about Deydey’s actions? • How well does the student identify which point of view the story is being told? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze how a narrator's/author's perspective influences the purpose of a text? • How well does the student analyze the perspective and affiliations of the author, when the text was written, and why the text was written?
Section Length	8 lessons	8 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Birchbark House</i> • Louisiana Connectors • Essential Elements Cards - Grade 3-5 Literature

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

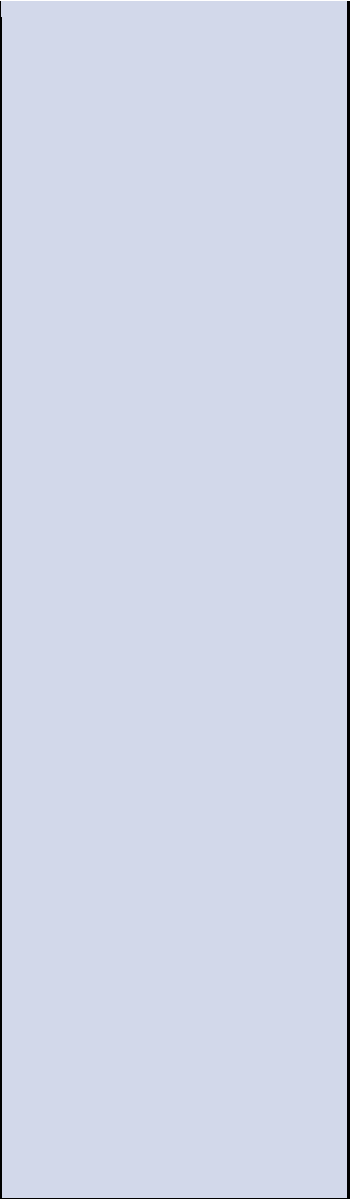
Lesson Overview		
Lesson Number	Lesson 23: The Visitor	Modified Lesson Overview
Description	In this lesson, students begin to read chapter 10 of <i>The Birchbark House</i> by Louise Erdrich and analyze Omakayas' actions to describe the development of her character.	<p>In this lesson, the student begins to read or is read to chapter 10 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a).

			<ul style="list-style-type: none"> ● Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison (LC.RL.5.3a).
Let's Express Our Understanding	<p>Students in their reading log, will respond to the following questions:</p> <ul style="list-style-type: none"> ● What challenges does Omakayas face in this chapter? ● How does Omakayas respond to the challenges that she faces? 		<p>With assistance as needed, the student in their reading log, will respond to the following questions:</p> <ul style="list-style-type: none"> ● Name a challenge Omakayas faces in this chapter? ● How does Omakayas respond to the challenge that she faces?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Omakayas' actions support the idea that she has grown more mature through the seasons? ● Can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? 		<ul style="list-style-type: none"> ● Can the student recognize how Omakayas has grown more mature through the seasons? ● Can the student accurately cite evidence?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasonal graphic organizer handout ● Vocabulary chart handout ● Cause and effect handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Literature

		<p>LC.RL.5.3a:</p> <ul style="list-style-type: none"> ▪ Graphic organizers (Web) ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 24: Effects of Smallpox	Modified Lesson Overview
Description	In this lesson, read a section of chapter 10 of <i>The Birchbark House</i> by Louise Erdrich and discuss death as a negative effect of European exploration.	<p>In this lesson, the student reads or is read to a section of chapter 10 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a).

			<ul style="list-style-type: none"> Explain how the description of characters, setting, or events might change if the person telling the story changed (LC.RL.5.6b).
Let's Express Our Understanding	<p>Students will choose one of the following words (hopeful, determined, brave and heartbroken) to describe Omakayas responses to the challenge that she faces in this section of the text?</p> <ul style="list-style-type: none"> Support your word with 2-3 pieces of evidence from the text. 		<p>With assistance as needed, the student will choose one of the following words (hopeful, determined, brave and heartbroken) to describe how Omakayas responds to the challenge that she faces in this section of the text?</p> <ul style="list-style-type: none"> Support your word with a piece of evidence from the text.
Lesson Look-Fors	<p>Can students describe how Omakayas is feeling in this section of the book?</p> <p>Can students provide evidence such as details and examples from the video during a discussion?</p>		<ul style="list-style-type: none"> Can the student explain how Omakayas is feeling in this section of the book? Can the student refer to evidence from the video during a discussion?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Seasonal graphic organizer handout Vocabulary chart handout Cause and effect handout Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> partner reading choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Essential Elements Cards - Grade 3-5 Literature LC.RL.5.6b:

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- Read aloud texts
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 25: Listening to the author	Modified Lesson Overview																				
Description	In this lesson, students finish reading chapter 10 of <i>The Birchbark House</i> by Louise Erdrich. Students analyze words and phrases inferences about what the author is trying to tell them.	<p>In this lesson, the student finishes reading or being read to chapter 10 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area (LC.RI.5.4). 																				
Let's Express Our Understanding	<p>Students will complete the seasonal graphic organizer for chapter 10.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="5">Seasonal Graphic Organizer</th> </tr> <tr> <td style="width: 20%;">Identify the challenges that Omakayas faces.</td> <td style="width: 20%;">Explain how Omakayas responds to the challenges that she faces.</td> <td style="width: 20%;">Other characters and Omakayas' interaction with them.</td> <td style="width: 20%;">Summarize the chapter</td> <td style="width: 20%;">In what ways does Omakayas grow and gain strength in this chapter?</td> </tr> </table>	Seasonal Graphic Organizer					Identify the challenges that Omakayas faces.	Explain how Omakayas responds to the challenges that she faces.	Other characters and Omakayas' interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?	<p>With assistance as needed, the student will complete the seasonal graphic organizer for chapter 10.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="5">Seasonal Graphic Organizer</th> </tr> <tr> <td style="width: 20%;">Identify a challenge that Omakayas faces.</td> <td style="width: 20%;">Explain how Omakayas responds to the challenge.</td> <td style="width: 20%;">Other characters and Omakayas' interaction with them.</td> <td style="width: 20%;">Summarize the chapter</td> <td style="width: 20%;">In what ways does Omakayas grow and gain strength in this chapter?</td> </tr> </table>	Seasonal Graphic Organizer					Identify a challenge that Omakayas faces.	Explain how Omakayas responds to the challenge.	Other characters and Omakayas' interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?
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Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain since Omakayas did not get sick with smallpox, what does that mean about her? • Can a student analyze how a narrator's/author's perspective influences the purpose of a text? 		<ul style="list-style-type: none"> • Can the student discuss what it means about Omakayas since she did not get sick with smallpox? • Can the student analyze how a narrator's/author's perspective influences the purpose of a text?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Seasonal graphic organizer handout • Vocabulary chart handout • Cause and effect handout • Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • partner reading • choral reading • 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 3-5 Literature LC.RL.5.10a: <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book,

storyboard, video, computer, etc.)

- Graphic organizers
- Highlight and review unfamiliar words in the text.
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Pre-program responses into assistive technology devices to facilitate student participation in discussions.

Lesson Overview

Lesson Number	Lesson 26: Understanding how the narrator’s point of view influences how events are described	Modified Lesson Overview
Description	In this lesson, students in a whole group discuss how the narrator’s point of view influences how events are described. Also, students will apply their understanding of first person point of view to rewrite a scene from <i>The Birchbark House</i> from the point of view of Deydey.	In this lesson, the student will participate with the whole group to discuss how the narrator’s point of view influences how events are described. <ul style="list-style-type: none"> ● Explain how the description of characters, setting, or events might change if the person telling the story changed (LC.RL.5.6b). ● Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters (LC.W.5.3a).
Let’s Express Our Understanding	Students in their reading log, will rewrite the scene from Deydey’s point of view. Students must describe Deydey’s thoughts and feelings as he tries to go outside.	With assistance as needed, the student in their reading log, will rewrite or dictate the scene from Deydey’s point of view. <ul style="list-style-type: none"> ● Students must describe Deydey’s thoughts as he tries to go outside. ● Students must describe Deydey’s feelings as he tries to go outside.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the scene might change if it was told from Deydey’s point of view? ● Can students establish a context and a narrative point of view in narratives? 	<ul style="list-style-type: none"> ● Can the student determine how the scene might change if it was told from Deydey’s point of view? ● Can the student identify the 4 primary POV of fiction?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich	<i>The Birchbark House</i> by Louise Erdrich

Materials

Lesson Materials:

- Reading log

Possible Supports During the Lesson:

- [partner reading](#)
- [choral reading](#)

Additional Supports for SWSCDs:

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- [Diverse Learners Guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Literature LC.RL.5.6b](#):
 - Read aloud texts
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details

		<ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 27: Smallpox. A grave disease	Modified Lesson Overview
Description	In this lesson, students will listen to a read aloud “High Risk” from chapter 8, “Disease-free Paradise” in <i>Before Columbus: The Americas of 1491</i> . As well as, discuss the impact of smallpox on the Native American population. Also, students explain the relationship between the geography of the Native Americans and the spread of smallpox.	<p>In this lesson, the student will listen to a read aloud “High Risk” from chapter 8, “Disease-free Paradise” in <i>Before Columbus: The Americas of 1491</i>.</p> <ul style="list-style-type: none"> • Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (LC.RI.5.3b).
Let’s Express Our Understanding	Students will add to their cause and effect graphic organizer using information from their notes and class discussion.	With assistance as needed, the student will add to their cause and effect graphic organizer using information from their notes and class discussion.

	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Cause and Effect Graphic Organizer</td> </tr> <tr> <td>Columbus Actions</td> <td>Effect to the Native Americans</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Cause and Effect Graphic Organizer		Columbus Actions	Effect to the Native Americans			<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Cause and Effect Graphic Organizer</td> </tr> <tr> <td>Columbus Actions</td> <td>Effect to the Native Americans</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Cause and Effect Graphic Organizer		Columbus Actions	Effect to the Native Americans		
Cause and Effect Graphic Organizer															
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Cause and Effect Graphic Organizer															
Columbus Actions	Effect to the Native Americans														
Lesson Look-Fors	<p>Can students explain why the Native Americans caught diseases so quickly?</p> <p>Can students provide evidence such as details and examples from discussion of text?</p>		<ul style="list-style-type: none"> ● Can the student determine why the Native Americans caught diseases so quickly? ● Can the student provide evidence from discussion of the text? 												
Text(s)	<i>Before Columbus: The Americas of 1491</i>		<i>Before Columbus: The Americas of 1491</i>												
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cause and effect graphic organizer handout ● Reading Log ● Independent Reading tracker 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.3b: ● Various informational Texts supported by illustrations as needed ● Interactive White Board 												

		<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same content with the same key events or details • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
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Lesson Overview		
Lesson Number	Lesson 28: Preparing for Debate	Modified Lesson Overview
Description	In this lesson, students prepare for a philosophical chairs debate to determine whether the European impact on the Native Americans was positive or negative.	<p>In this lesson, students prepare for a philosophical chairs debate to determine whether the European impact on the Native Americans was positive or negative.</p> <ul style="list-style-type: none"> • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (LC.RI.5.3b).
Let's Express Our Understanding	In a small group, students will complete their debate planning handout. Students must determine if they would like to argue for a positive impact or negative impact.	In a small group, the student will complete their debate planning handout. Students must determine if they would like to argue for a positive impact or negative impact.

Lesson Look-Fors	<p>Can students explain if the Europeans had a positive or negative impact on the Native Americans who lived in the new world?</p> <p>Can students identify and describe the reasoning and evidence used to develop arguments and explanations?</p>		<ul style="list-style-type: none"> ● Can the student identify what type of impact the Europeans had on the Native Americans who lived in the new world? <ul style="list-style-type: none"> ○ Positive? ○ Negative? ● Can the student use evidence to develop the response?
Text(s)	<p><i>The Birchbark House</i> by Louise Erdrich and <i>A History of US: The First Americans (Prehistory - 1600s)</i></p>		<ul style="list-style-type: none"> ● <i>The Birchbark House</i> by Louise Erdrich ● <i>A History of US: The First Americans (Prehistory - 1600s)</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Debate planning handout ● Conversation stems handout ● Reading log ● Cause and effect graphic organizer handout 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Literature <p>LC.RI.5.3b:</p> <ul style="list-style-type: none"> ● Various informational Texts supported by illustrations as needed ● Interactive White Board ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide

		<p>access to content and facilitate responding</p> <ul style="list-style-type: none"> • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same content with the same key events or details • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
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Lesson Overview		
Lesson Number	Lesson 29: Engaging in Debate	Modified Lesson Overview
Description	In this lesson, students Engage in a philosophical chairs debate to determine whether the Europeans' impact on the Native Americans was positive or negative. Also, students will reflect on and revise our thinking based on the discussion during the debate. Write an argumentative paragraph to state your opinion about whether European exploration had a positive or negative impact on Native Americans in the new world	<p>In this lesson, the student will engage in a philosophical chairs debate to determine whether the Europeans' impact on the Native Americans was positive or negative.</p> <ul style="list-style-type: none"> • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (LC.RI.5.3b). • Quote accurately from a text to support inferences (LC.RI.5.1b).
Let's Express Our Understanding	Students in their reading log, will write an argumentative paragraph to answer the debate question:	With assistance as needed, the student in their reading log, will write or dictate an argumentative response to the debate question:

	<ul style="list-style-type: none"> ● Did European exploration have a positive or negative impact on the Native Americans who lived in the new world? 	<ul style="list-style-type: none"> ● Were the Native Americans who lived in the new world positively or negatively affected by the Europeans? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain their understanding of the impact of the Europeans on the Native Americans? ● Can students develop and clearly communicate meaningful and defensible claims for an argument that represent valid, evidence-based analysis? 	<ul style="list-style-type: none"> ● Can the student discuss how the Europeans impacted the Native Americans? ● Can the student clearly communicate an evidence-based response? 	
Text(s)	<p><i>The Birchbark House</i> by Louise Erdrich and <i>A History of US: The First Americans (Prehistory - 1600s)</i></p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Debate planning handout ● Conversation stems handout ● Reading log ● Cause and effect graphic organizer handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.1b: <ul style="list-style-type: none"> ● Graphic Organizers ● Various informational Texts

		<ul style="list-style-type: none"> • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same story with the same key events or details • Pictures, objects or tactile representations to illustrate the topic, events or details • Highlighted text
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Lesson Overview		
Lesson Number	Lesson 30: Integrating Information	Modified Lesson Overview
Description	In this lesson, students will listen to a read aloud from <i>Before Columbus: The Americas of 1491</i> . Integrate information from nonfiction text in this unit to better understand the plot and the effects of smallpox in <i>The Birchbark House</i> .	<p>In this lesson, the student will listen to a read aloud from <i>Before Columbus: The Americas of 1491</i>.</p> <ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (LC.RI.5.7a). • Integrate information on a topic from multiple sources to answer a question or support a focus or opinion (LC.RI.5.9b).

Let's Express Our Understanding	In their reading log, students will write a paragraph explaining the changes to Native American societies due to the effects of smallpox and other diseases. Students must support their claim with direct evidence from the text.		With assistance as needed, in their reading log, the student will write or dictate a response explaining the changes to Native American societies due to the effects of smallpox and other diseases. <ul style="list-style-type: none"> ● Claim must be supported with direct evidence from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what effect the loss of Native Americans have on the landscape? ● Can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? 		<ul style="list-style-type: none"> ● Can the student determine what effect the loss of Native Americans have on the landscape? ● Can the student insert quotations accurately?
Text(s)	<i>Before Columbus: The Americas of 1491</i> by Charles C. Mann and <i>The Birchbark House</i> by Louise Erdrich		<ul style="list-style-type: none"> ● <i>Before Columbus: The Americas of 1491</i> by Charles C. Mann ● <i>The Birchbark House</i> by Louise Erdrich
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Cause and effect Graphic Organizer ● Independent Reading tracker 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.7a: <ul style="list-style-type: none"> ● Graphic Organizers

		<ul style="list-style-type: none"> • 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
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Section Overview		
Section Number	7	Section Optional

Description	Birchbark House
Assessment	<p>Students will write a typed, two-page essay in response to the following prompt: “Describe the changes as a result of Christopher Columbus’s arrival in the New World. What effect did Columbus have on the New World?” Students should:</p> <ul style="list-style-type: none">● Compare and contrast the information in the texts that we have read and the information provided in the excerpts from “A Letter to the Treasurer of Spain.”● Identify the similarities and differences in point of view in each.● Focus on identifying the points Columbus makes and the reasons he provides for his actions versus the points the other texts make and the reasons they provide for Columbus’s actions. <p>Culminating task connections:</p> <p>Students build their understanding of the benefits and disadvantages of Columbus’s arrival in the New World by comparing the events in <i>The Birchbark House</i> to events in the “A Letter to the Treasurer of Spain”. For example, in the <i>Birchbark House</i>, Omakayas’ family is stricken with smallpox which was spreaded by a visiting white man from the New World. In the “A Letter to the Treasurer of Spain” Columbus wrote, “Unfortunately, the Native Americans were not used to disease. Smallpox was contagious and deadly.” This prepares students to analyze connections among texts to make logical comparisons and synthesize knowledge.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none">● How well does the student explain how the Europeans changed the Native American way of life?● How well does the student explain the relationship and interactions between Columbus and the Native Americans? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none">● How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?● How well does the student analyze relationships among the details of a text and how they develop ideas?

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

Lesson Overview		
Lesson Number	Lesson 31: Gaining Information for a Primary Source	Lesson is Optional

Description	In this lesson, students gain knowledge about Columbus’s arrival in the New World through reading an excerpt from “A Letter to the Treasurer of Spain.”	
Let’s Express Our Understanding	<p>Students will respond to the following in your reading log:</p> <ul style="list-style-type: none"> ● How is Columbus's POV similar or different from what was represented in the other texts that we read? <ul style="list-style-type: none"> ○ Support your responses with evidence from the texts in this unit. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the purpose for Columbus writing this letter to the Treasurer of Spain? ● Can students provide relevant evidence from the primary source to support their response? 	
Text(s)	“A Letter to the Treasurer of Spain”	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Analyzing a letter handout ● Conversation stems ● Reading Log ● Cause and effect graphic organizer 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ●

Lesson Overview		
Lesson Number	Lesson 32: Analyze and Extend	Lesson is Optional

Description	In this lesson, students will analyze images of Columbus' arrival in the new world. Students will review the directions for the extension task and begin to gather information for the extension task.		
Let's Express Our Understanding	Students will add to their T-chart and revise their notes based on today's session and complete additional research if necessary.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what knowledge and skills they need to know to complete the extension task? ● Can students provide evidence such as details and examples from the video during a discussion? 		
Text(s)	excerpts from "A Letter to the Treasurer of Spain		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Copy of the extension task directions ● Access to the unit texts ● Notes taken during the unit ● Reading Log ● Christophe Colomb a la Cour d'Isabelle II / Crisotbal Colon en la Corte de Isabel la Catolica 	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"> • Depart de Christophe Colombe / Partida de Cristobal Colon • The Landing of Columbus, Oct. 11th, 1492 	
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Lesson Overview								
Lesson Number	Lesson 33: Drafting the Extension Task Essay	Lesson is Optional						
Description	In this lesson, students will write a rough draft of the essay for their Extension task. As well as, revise their essay using a revision checklist.							
Let's Express Our Understanding	<p>Write a two-page essay in response to the following prompt: "Describe the changes as a result of Christopher Columbus's arrival in the New World. What effect did Columbus have on the New World?"</p> <p>Students will independently utilize the revise checklist to add, remove or modify in sentences.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Revise your work</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Read silently to yourself.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Check your work against the requirements and / or</td> </tr> </table>	Revise your work		1	Read silently to yourself.	2	Check your work against the requirements and / or	
Revise your work								
1	Read silently to yourself.							
2	Check your work against the requirements and / or							

	<table border="1"> <tr> <td></td> <td>rubric.</td> </tr> <tr> <td>3</td> <td>Add, remove, and rearrange sentences.</td> </tr> <tr> <td>4</td> <td>Revise sentence structures.</td> </tr> <tr> <td>5</td> <td>Replace general words with more specific ones.</td> </tr> </table>		rubric.	3	Add, remove, and rearrange sentences.	4	Revise sentence structures.	5	Replace general words with more specific ones.	
	rubric.									
3	Add, remove, and rearrange sentences.									
4	Revise sentence structures.									
5	Replace general words with more specific ones.									
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students describe the changes as a result of Christopher Columbus’s arrival in the New World? • Can students publish writing using effective formatting, style, and citations to present ideas for specific audiences and purposes ? 									
Text(s)	excerpts from “A Letter to the Treasurer of Spain”									
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Copy of the extension task directions • Access t the unit texts • Notes taken during the unit • Reading Log 	<p>Possible Supports During the Lesson:</p>								

Lesson Overview		
Lesson Number	Lesson 34: Edit and practice a final draft	Lesson is Optional

Description	In this lesson, students will demonstrate their understanding of Columbus's effect on the Native Americans by editing their work and producing a final draft.	
Let's Express Our Understanding	Write a typed, two-page essay in response to the following prompt: "Describe the changes as a result of Christopher Columbus's arrival in the New World. What effect did Columbus have on the New World?"	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students accurately utilize the Editing Mark sheet to edit their partners' work ? • Can students create and publish or present a final product that uses effective formatting, style, and citations to present ideas for specific audiences and purposes? 	
Text(s)	excerpts from "A Letter to the Treasurer of Spain	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Rough draft • Extension ask directions • Reading log 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 35: Collaboration and presentation	Lesson is Optional

Description	In this lesson, students collaborate with peers and present their work to the class. Students evaluate their peers' presentations and give feedback.		
Let's Express Our Understanding	Students will record the presenter's name in the left column of the peer feedback handout. While listening to each group presentation, students will respond to the prompting questions in each column of the handout. Also, students will share one thing the presenting group did well and one thing the presenting group could work for a future presentation.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain their reasoning behind their responses to the prompting questions? ● Can students pay attention to and acknowledge others, thoughtfully considering their ideas? 		
Text(s)	No text		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task student directions handout ● Presentation rubric handout ● Final draft of your essay ● Peer feedback handout ● Index Cards 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● 	

Section Overview

Section Number	8	Modified Section Overview
Description	Birchbark House	Original and adapted versions of <i>The Birchbark House</i>
Assessment	<p>Students write a literary analysis in response to the question that demonstrates an understanding of the text: How do the main events of each season of <i>The Birchbark House</i> help Omakayas to develop and gain strength, preparing her to understand and accept her past? Students should include:</p> <p>Introduction</p> <ul style="list-style-type: none"> ● Give a brief summary of the book ● Write a focus sentence to respond to the prompt. <p>Body Paragraphs 2 - 5</p> <ul style="list-style-type: none"> ● Identify the main events of each season. ● Describe the character interactions and attitudes of each event ● Explain how these events prepared Omakayas for the challenges she faces <p>Conclusion</p> <ul style="list-style-type: none"> ● Restate your introduction ● Summarize your main points <p>Students should be sure to :</p> <ul style="list-style-type: none"> ○ Develop body paragraphs with details and quotations from the text ○ Use the perfect tense ○ Check for and correcting shifts in verb tense 	<p>Students will write or dictate a permanent product in response to the question that demonstrates an understanding of the text: How do the main events of at least 2 seasons of <i>The Birchbark House</i> help Omakayas to gain strength, preparing her to understand and accept her past? Students should include:</p> <p>Introduction</p> <ul style="list-style-type: none"> ● Give a brief summary of the book ● Write a focus sentence to respond to the prompt. <p>Body Paragraphs 2 - 5</p> <ul style="list-style-type: none"> ● Identify the main event of at least 2 seasons. ● Describe the character interactions and attitudes of at least 2 events ● Explain how these events prepared Omakayas for the challenges she faces <p>Conclusion</p> <ul style="list-style-type: none"> ● Restate your introduction ● Summarize your main points <p>Students should be sure to :</p> <ul style="list-style-type: none"> ○ Develop body paragraphs with details and quotations from the text

- Use transition words and commas set off introductory words

Culminating task connections:

Students summarize their understanding of how Omakayas challenges help develop into a responsible mature girl by responding to the culminating writing task prompt during this section. Students have already recorded on their seasonal graphic organizer the events in each season which prepared Omakayas to overcome the challenges she faced.

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

Reading/Knowledge Look Fors:

- How well does the student analyze the interactions and relationship between Omakayas and the other characters?
- How well does the student analyze how Omakayas respond to the challenge she faces in each season?

Writing/ELA Skill Look Fors:

- How well does the student determine central ideas of a text by analyzing how the details and the development of ideas and information contribute to their understanding of the implied meaning of the text?
- How well does the student identify and describe the

- Use the perfect tense
- Check for and correcting shifts in verb tense
- Use transition words and commas set off introductory words
- Revise sentences by expanding, combining, and reducing

Culminating task connections:

Students summarize their understanding of how Omakayas challenges help develop into a responsible mature girl by responding to the culminating writing task prompt during this section. Students have already recorded on their seasonal graphic organizer the events in each season which prepared Omakayas to overcome the challenges she faced.

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

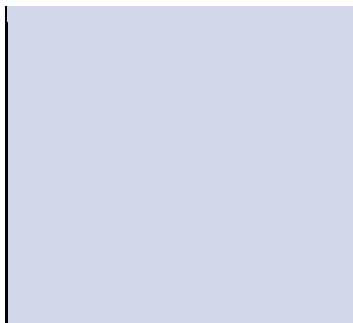
Reading/Knowledge Look Fors:

- How well does the student describe the interactions and relationship between Omakayas and at least 1 of the other characters?
- How well does the student explain how Omakayas responds to the challenge she faces in each season?

	<p>reasoning and evidence used to develop arguments and explanations?</p>	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine central ideas of the text by exploring how the details and the development of ideas and information contribute to their understanding of the implied meaning of the text? ● How well does the student locate and describe the reasoning and evidence used to develop arguments and explanations? 	
<p>Section Length</p>	<p>6 lessons</p>	<p>6 lessons</p>	
<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <p>“Washington Crossing the Delaware” by Seba Smith</p> <ul style="list-style-type: none"> ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <p>“The Ojibwe” “Choices from the Past”</p>	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ○ Vocabulary Task for gloomy, retreated, foe, weary, bare, fainting, patriot, stricken, retained, gleamed, chief, comrades, strike, darkling, wintry, band, forlorn, despair, dash, 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Birchbark House</i> ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

		<p>tempest, voice, shore, dim, rose, valiant, captive, foes, blare</p> <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching <p>Mentor sentences</p> <ul style="list-style-type: none"> ● Support for Structure <ul style="list-style-type: none"> ○ INSERT OTHER SUPPORTS IF APPLICABLE> ● Support for Meaning <p>Additional text-dependent questions for Lesson 36, 37, and 38</p>	<ul style="list-style-type: none"> ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 36: The Struggle of Winter	Modified Lesson Overview
Description	In this lesson, students will read chapter 11 of <i>The Birchbark House</i> by Louise Erdrich and integrate information to identify the challenges that Native Americans faced.	In this lesson, the student will read or be read to chapter 11 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version .



- Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction ([LC.RL.5.10a](#)).
- Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ([LC.RL.5.2c](#)).

Let's Express Our Understanding

Students will independently complete the row of the graphic organizer for chapter 11 and use evidence from the text to support their response.

Seasonal Graphic Organizer				
Identify the challenges that Omakayas faces.	Explain how Omakayas responds to the challenges that she faces.	Other characters and Omakayas' interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?

With assistance as needed, the student will complete the row of the graphic organizer for chapter 11 using evidence from the text to support their response.

Seasonal Graphic Organizer				
Identify a challenge that Omakayas faces.	Explain how Omakayas responds to the challenge.	Other characters and Omakayas interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?

Lesson Look-Fors

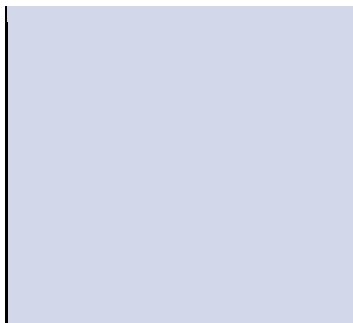
Can students describe what challenges does Omakayas and her family face and how do they respond to the challenges?"
 Can students provide relevant evidence from the text to support their claim?

- Can the student describe a challenge Omakayas and her family face?
 - and how do they respond to the challenge?
- Can the student provide text evidence to support their claim?

Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasons graphic organizer ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 08 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature LC.RL.5.2c: <ul style="list-style-type: none"> ▪ Paper and crayons ▪ Read aloud texts ▪ Interactive white board ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Graphic organizers ▪ Highlighted text (e.g., words that support the topic) ▪ Preview of the text, illustrations, and details,

		<p>frontloading</p> <ul style="list-style-type: none"> ▪ Pictures, objects, or tactile representations to illustrate the key details ▪ Sentence strips that reflect text from the story that supports the key details ▪ Videos or story boards/cards of the story for visual supports ▪ Picture icons on graphic organizers to support non-readers and visual learners ▪ Peer support, collaborative grouping ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding grouping
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Lesson Overview		
Lesson Number	Lesson 37: Change in characters and relationships	Modified Lesson Overview
Description	In this lesson, students will reread an excerpt from chapter 12 of <i>The Birchbark House</i> and discuss how Omakayas and Pinch's relationship has changed. Students will independently read chapter 13.	In this lesson, the student will reread or be read to an excerpt from chapter 12 and chapter 13 of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version .



Let's Express Our Understanding

Lesson Look-Fors



Students will independently complete the row of the graphic organizer for chapter 13 and use evidence from the text to support their response.

Seasonal Graphic Organizer				
Identify the challenges that Omakayas faces.	Explain how Omakayas responds to the challenges that she faces.	Other characters and Omakayas' interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?

- Can students identify the theme of this chapter 13?
- Can students provide evidence such as details and examples from the text to support their response?

- Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction ([LC.RL.5.10a](#)).
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) ([LC.RL.5.3b](#)).

With assistance as needed, the student will complete the row of the graphic organizer for chapter 13 and use evidence from the text to support their response.

Seasonal Graphic Organizer				
Identify a challenge that Omakayas faces.	Explain how Omakayas responds to the challenge.	Other characters and Omakayas interaction with them.	Summarize the chapter	In what ways does Omakayas grow and gain strength in this chapter?

- Can the student recognize the theme of this chapter 13?
- Can the student provide text evidence to support their response?

Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Seasons graphic organizer ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation Stems ● partner reading ● choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 08 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature LC.RL.5.3b <ul style="list-style-type: none"> ▪ Graphic organizers (Web) ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key

			events or details
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Lesson Overview			
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Lesson Number	Lesson 38: The relationship between Omakayas and Old Tallow				Modified Lesson Overview				
Description	In this lesson, students will read the final chapter(14) of <i>The Birchbark House</i> to understand the relationship between Omakayas and Old Tallow.				In this lesson, the student will read or be read to the final chapter(14) of <i>The Birchbark House</i> by Louise Erdrich and, as needed, an adapted version . <ul style="list-style-type: none"> • Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction (LC.RL.5.10a). • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (LC.RL.5.3b). 				
Let's Express Our Understanding	Students will independently complete the row of the graphic organizer for chapter 14 and use evidence from the text to support their response.				With assistance as needed, the student will complete the row of the graphic organizer for chapter 14 and use evidence from the text to support their response.				
Seasonal Graphic Organizer									
Identify the		Explain how	Other characters		Summarize the		In what ways does		
Identify a challenge		Explain how	Other characters		Summarize the chapter		In what ways does		

	<table border="1"> <tr> <td>challenges that Omakayas faces.</td> <td>Omakayas responds to the challenges that she faces.</td> <td>and Omakayas' interaction with them.</td> <td>chapter</td> <td>Omakayas grow and gain strength in this chapter?</td> </tr> </table>	challenges that Omakayas faces.	Omakayas responds to the challenges that she faces.	and Omakayas' interaction with them.	chapter	Omakayas grow and gain strength in this chapter?	<table border="1"> <tr> <td>that Omakayas faces.</td> <td>Omakayas responds to the challenge.</td> <td>and Omakayas interaction with them.</td> <td></td> <td>Omakayas grow and gain strength in this chapter?</td> </tr> </table>	that Omakayas faces.	Omakayas responds to the challenge.	and Omakayas interaction with them.		Omakayas grow and gain strength in this chapter?
challenges that Omakayas faces.	Omakayas responds to the challenges that she faces.	and Omakayas' interaction with them.	chapter	Omakayas grow and gain strength in this chapter?								
that Omakayas faces.	Omakayas responds to the challenge.	and Omakayas interaction with them.		Omakayas grow and gain strength in this chapter?								
Lesson Look-Fors	<p>Can students describe the relationship between Omakayas and Old Tallow?</p> <p>Can students provide evidence such as details and examples from the text to support their response?</p>	<ul style="list-style-type: none"> • Can the student recognize the relationship between Omakayas and Old Tallow? • Can the student provide text evidence to support their response? 										
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich									
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Seasons graphic organizer • Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • partner reading • choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Diverse Learners Guide - Section 08 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners • 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 Literature LC.RL.5.3b ▪ Graphic organizers (Web) 									

		<ul style="list-style-type: none"> ▪ Interactive whiteboard and/or chart paper ▪ Read aloud texts ▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 39: Planning for the literary analysis	Modified Lesson Overview
Description	In this lesson, students will review the culminating writing task directions and rubric, plan for writing the literary analysis and engage in a peer conference to get feedback on the planning before starting to draft.	<p>In this lesson, the student will:</p> <ol style="list-style-type: none"> 1. review the culminating writing task directions rubric 2. plan for writing the literary analysis 3. engage in a peer conference to get feedback on the planning before starting to draft. <ul style="list-style-type: none"> ● Refer to specific text evidence to support inferences, interpretations, or conclusions (LC.RL.5.1b). ● With guidance and support from peers and adults, develop a plan for permanent products (e.g.,

			brainstorm topics, select a topic, gather information, create a draft) (LC.W.5.5a).
Let's Express Our Understanding	Students will review the culminating writing task directions and revise their seasons organizer based on feedback they received during the peer conference.		With assistance as needed, the student will: <ol style="list-style-type: none"> 1. review the culminating writing task directions 2. revise their seasons organizer based on feedback they received during the peer conference.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the main idea and challenges Omakayas faced in each season? ● Can students revisit, refine, and revise understanding and knowledge based on research, discussions with others, and/or review and feedback by self and others? 		<ul style="list-style-type: none"> ● Can the student match the main idea and challenges Omakayas faced to each season that they occurred in? ● Can the student, with guidance and support from peers and adults, develop and strengthen their understanding of the text?
Text(s)	<i>The Birchbark House</i> by Louise Erdrich		<i>The Birchbark House</i> by Louise Erdrich
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating writing task directions ● The culminating writing task rubric ● Seasons graphic organizer ● Highlighter ● Sticky notes 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversational Stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 08 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature

[LC.RL.5.1b:](#)

- Read aloud texts
- Paper and crayons
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide

access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 40: Drafting the literary analysis	Modified Lesson Overview
Description	In this lesson, students review the structure for a literary analysis and analyze an exemplar. Students draft the essay.	In this lesson, the student will review the structure for a literary analysis and analyze an exemplar. The student will draft the essay. <ul style="list-style-type: none">● Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic (LC.RL.5.2c).● Provide evidence from texts when producing permanent products (LC.W.5.9).● Identify and use conjunctions, prepositions, and interjections when communicating (LC.L.5.1c)
Let's Express Our Understanding	Students will write a literary analysis in response to the question that demonstrates an understanding of the text: How do the main events of each season of <i>The Birchbark House</i> help Omakayas to develop and gain strength, preparing her to understand and accept her past? Students should include: Introduction <ul style="list-style-type: none">● Give a brief summary of the book● Write a focus sentence to respond to the prompt.	With assistance as needed, the student will write or dictate a permanent product in response to the question that demonstrates an understanding of the text: How do the main events of at least 2 seasons of <i>The Birchbark House</i> help Omakayas to develop and gain strength, preparing her to understand and accept her past? Students should include: Introduction

	<p>Body Paragraphs 2 - 5</p> <ul style="list-style-type: none"> ● Identify the main events of each season. ● Describe the character interactions and attitudes of each event ● Explain how these events prepared Omakayas for the challenges she faces <p>Conclusion</p> <ul style="list-style-type: none"> ● Restate your introduction ● Summarize your main points <p>Students should be sure to :</p> <ul style="list-style-type: none"> ○ Develop body paragraphs with details and quotations from the text ○ Use the perfect tense ○ Check for and correcting shifts in verb tense ○ Use transition words and commas set off introductory words ○ Revise sentences by expanding, combining, and reducing 	<ul style="list-style-type: none"> ● Give a brief summary of the book ● Write a focus sentence to respond to the prompt. <p>Body Paragraphs 2 - 5</p> <ul style="list-style-type: none"> ● Identify the main event of at least 2 seasons. ● Describe the character interactions and attitudes of each event. ● Explain how these events prepared Omakayas for the challenges she faces. <p>Conclusion</p> <ul style="list-style-type: none"> ● Restate your introduction ● Summarize your main points <p>Students should be sure to :</p> <ul style="list-style-type: none"> ○ Develop body paragraphs with details and quotations from the text ○ Use the perfect tense ○ Check for and correcting shifts in verb tense ○ Use transition words and commas set off introductory words ○ Revise sentences by expanding, combining, and reducing
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the events in each season prepared Omakayas for the challenges she faced? ● Can students provide evidence such as details and examples from the seasonal graphic organizer to support their responses? 	<p>Student must select a minimum of 2 seasons:</p> <ul style="list-style-type: none"> ● Can the student determine how the summer prepared Omakayas for the challenges she faced? ● Can the student determine how the fall prepared Omakayas for the challenges she faced?

		<ul style="list-style-type: none"> ● Can the student determine how the winter prepared Omakayas for the challenges she faced? ● Can the student determine how the spring prepared Omakayas for the challenges she faced? ● Can the student provide text evidence to support their responses? 	
Text(s)	<i>The Birchbark House</i> by Louise Erdrich	<i>The Birchbark House</i> by Louise Erdrich	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating writing task directions ● The culminating writing task rubric ● Seasons graphic organizer 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept. 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Diverse Learners Guide - Section 08 of Grade 05 <i>The Birchbark House</i> - Section Supports - Additional Supports for Diverse Learners ● 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 Literature LC.RL.5.2c: <ul style="list-style-type: none"> ▪ Paper and crayons ▪ Read aloud texts ▪ Interactive white board ▪ Content delivered using multi-media (e.g., book,

			<p>storyboard, video, computer, etc.)</p> <ul style="list-style-type: none"> ▪ Graphic organizers ▪ Highlighted text (e.g., words that support the topic) ▪ Preview of the text, illustrations, and details, frontloading ▪ Pictures, objects, or tactile representations to illustrate the key details ▪ Sentence strips that reflect text from the story that supports the key details ▪ Videos or story boards/cards of the story for visual supports ▪ Picture icons on graphic organizers to support non-readers and visual learners ▪ Peer support, collaborative grouping ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding grouping

Lesson Overview		
Lesson Number	Lesson 41: Revising and editing the literary analysis	Modified Lesson Overview

<p>Description</p>	<p>In this lesson, students revise their writing and then engage in a peer editing conference.</p>	<p>In this lesson, the student will revise their writing and engage in a peer editing conference.</p> <ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic (LC.RL.5.2c). ● With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling) (LC.W.5.5b). 																								
<p>Let's Express Our Understanding</p>	<p>Students will read their draft to themselves, and look carefully for each of the items on the Revise Your Work checklist.</p> <table border="1" data-bbox="472 824 1045 1344"> <thead> <tr> <th colspan="2">Revise Your Work Checklist</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Read out loud to yourself</td> </tr> <tr> <td>2</td> <td>Check your work against the requirements and / or rubric.</td> </tr> <tr> <td>3</td> <td>Check that your quotations support each example.</td> </tr> <tr> <td>4</td> <td>Revise sentence structure.</td> </tr> <tr> <td>5</td> <td>Check your transition words and commas</td> </tr> </tbody> </table>	Revise Your Work Checklist		1	Read out loud to yourself	2	Check your work against the requirements and / or rubric.	3	Check that your quotations support each example.	4	Revise sentence structure.	5	Check your transition words and commas	<p>With assistance as needed, the student will read or be read to their draft, and look carefully for each of the items on the Revise Your Work checklist.</p> <table border="1" data-bbox="1285 865 1854 1385"> <thead> <tr> <th colspan="2">Revise Your Work Checklist</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Read out loud to yourself</td> </tr> <tr> <td>2</td> <td>Check your work against the requirements and / or rubric.</td> </tr> <tr> <td>3</td> <td>Check that your quotations support each example.</td> </tr> <tr> <td>4</td> <td>Revise sentence structure.</td> </tr> <tr> <td>5</td> <td>Check your transition words and commas</td> </tr> </tbody> </table>	Revise Your Work Checklist		1	Read out loud to yourself	2	Check your work against the requirements and / or rubric.	3	Check that your quotations support each example.	4	Revise sentence structure.	5	Check your transition words and commas
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	<p>Students will use the editing marks list to edit their partner's work.</p> <table border="1" data-bbox="472 337 898 792"> <thead> <tr> <th colspan="2">Editing Marks</th> </tr> </thead> <tbody> <tr> <td>Capital Letter</td> <td>≡</td> </tr> <tr> <td>New Paragraph</td> <td>¶</td> </tr> <tr> <td>Remove</td> <td>↶</td> </tr> <tr> <td>Add</td> <td>^</td> </tr> <tr> <td>Check spelling</td> <td>sp ○</td> </tr> </tbody> </table>	Editing Marks		Capital Letter	≡	New Paragraph	¶	Remove	↶	Add	^	Check spelling	sp ○	<p>Students will use the editing marks list to edit their partner's work.</p> <table border="1" data-bbox="1283 391 1724 846"> <thead> <tr> <th colspan="2">Editing Marks</th> </tr> </thead> <tbody> <tr> <td>Capital Letter</td> <td>≡</td> </tr> <tr> <td>New Paragraph</td> <td>¶</td> </tr> <tr> <td>Remove</td> <td>↶</td> </tr> <tr> <td>Add</td> <td>^</td> </tr> <tr> <td>Check spelling</td> <td>sp ○</td> </tr> </tbody> </table>	Editing Marks		Capital Letter	≡	New Paragraph	¶	Remove	↶	Add	^	Check spelling	sp ○
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Remove	↶																									
Add	^																									
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Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain their reasons for the edit marks written on their partners work? • Can students revisit, refine, and revise work based on discussions with others and review and feedback by self and others? 	<ul style="list-style-type: none"> • Can the student explain their reasons for the edit marks written on their partners' work? • Can the student, with guidance and support from peers and adults, revisit, refine, and revise work? 																								
Text(s)	<i>The Birchbark House</i> by Louise Erdrich	<i>The Birchbark House</i> by Louise Erdrich																								
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating writing task directions • The culminating writing task rubric <p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide 																								

- Seasons graphic organizer
- Culminating writing task rough draft

- Diverse Learners Guide - Section 01 of Grade 05 *The Birchbark House* - Section Supports - Additional Supports for Diverse Learners
- 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 Literature LC.RL.5.2c](#):
 - Paper and crayons
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text (e.g., words that support the topic)
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual

		<p>supports</p> <ul style="list-style-type: none"> ▪ Picture icons on graphic organizers to support non-readers and visual learners ▪ Peer support, collaborative grouping ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding grouping
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Section Overview		
Section Number	9	Section Optional
Description	Birchbark House	
Assessment	<p>Reread the journals from October 10 and 11. The crew aboard the ship displays one emotion on October 10 and another emotion on October 11. What language from the text helps the reader understand the differences in their emotions? Write a multiparagraph essay that compares and contrasts the emotions of the crew on October 10 and 11. Students will introduce their idea and provide a concluding statement at the end of the essay. Cite evidence from the novel to support your response. Be sure to observe the conventions of standard English</p> <p>Culminating task connections: Students have already finished writing the culminating task, however, students should understand that sometimes in life we face challenges that seem to be overwhelming, like Omakayas’ family contracting smallpox, but if they stay calm and not let their emotions get the best of them things will get better. Students realize this in Pedro’s journal when the crew becomes frustrated</p>	

	<p>and angry with the captain because they believe they are at sea, so the crew begins to lose hope and desire to turn back. However, on the next day the crew calms down and continue on their course then the men finally see land, they begin to cheer.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the change in the crew's emotions from one day to the next day? • How well does the student analyze how the decisions of the captain influences the crew members' thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use transitions to clarify relationships and create a coherent organization for arguments, analyses, explanations, narratives, and presentations? • How well does the student use effective formatting, style, and citations to present ideas for specific audiences and purposes? 		
Section Length	2 lessons		2 lessons optionals
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Foundational Skills • Support for Reading Fluency ○ Fluency Task ■ <INSERT TITLE OF PASSAGE> • Support for Knowledge Demands ○ Let's Set the Context video ■ <INSERT TITLE AND LINK> ○ <INSERT OTHER SUPPORTS IF APPLICABLE> 	<p>During the Section:</p> <ul style="list-style-type: none"> ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary ■ Vocabulary Task for “<INSERT WORDS AND PHRASES” ■ <INSERT OTHER SUPPORTS IF APPLICABLE EX: Language Links from TWR> ○ Support for Structure 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Birchbark House</i> • Louisiana Connectors • Essential Elements Cards - Grade 3-5 Literature • Essential Elements Cards - Grade 3-5 Informational • Student Response Modes - ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)

	<ul style="list-style-type: none"> ■ <INSERT OTHER SUPPORTS IF APPLICABLE> ○ Support for Meaning ■ <INSERT OTHER SUPPORTS IF APPLICABLE EX: Additional text-dependent questions for Lesson 2> 	<ul style="list-style-type: none"> ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 42: Cold Read Task Part 1	Lesson is Optional
Description	In this lesson, students read <i>Pedro's Journal</i> by Pam Conrad to demonstrate their ability to read, understand, and express understanding of the text.	
Let's Express Our Understanding	<p>Students will have approximately 35 minutes to read the texts and answer questions 1-7.</p> <ol style="list-style-type: none"> 1. What is the meaning of the phrase <i>ship's boy</i>? What context clue in the chapter best helps in understanding the meaning of the phrase <i>ship's boy</i>? 2. What is the meaning of the word <i>forebodes</i>? What other word in the sentence best helps in 	

	<p>understanding the meaning of the word <i>forebodes</i>?</p> <ol style="list-style-type: none"> 3. Which sentence best explains how the prayers on pages 14 and 21 fit into the overall structure of the story? 4. Which sentence best summarizes Pedro’s journal entry on October 10th? What evidence from the passage best supports the answer to Part A? 5. What sentence best summarizes Pedro’s journal entry on October 11? 6. What is the theme of <i>Pedro’s Journal</i>? Which of the following best supports your answer to Part A? 7. Based on Pedro’s journal entries, which statement best describes how Pedro feels about the natives that they capture from the islands? What evidence from the passage best supports the answer to Part A? 	
Lesson Look-Fors	<p>Can students explain the lesson the author wanted the reader to learn from this text?</p> <p>Can students provide evidence such as details and examples from the text to support the claim?</p>	
Text(s)	<i>Pedro Journal</i> by Pam Conrad	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The Cold-Read Task answer Sheet 	<p>Possible Supports During the Lesson:</p>

Lesson Overview		
Lesson Number	Lesson 43: Cold Read Task Part II	Lesson is Optional
Description	In this lesson, students will continue to read a <i>Pedro's Journal</i> by Pam Conrad to demonstrate their ability to read, understand, and express understanding of those texts.	
Let's Express Our Understanding	<p>Student will have approximately 35 minutes to read the text and answer questions 8-10.</p> <ol style="list-style-type: none"> 8. What is the simile that is being used in the sentence above? What other phrase in the paragraph best helps in understanding the meaning of the simile? 9. How does Pedro's feelings about the treatment of the natives compare with Columbus's feelings about their treatment? What evidence from the passage best supports the answer to Part A? 10. Reread the journals from October 10 and 11. The crew aboard the ship displays one emotion on October 10 and another emotion on October 11. What language from the text helps the reader understand the differences in their emotions? Write a multiparagraph essay that compares and contrasts the emotions of the crew on October 10 and 11. Introduce your idea and provide a concluding statement at the end of the essay. Cite evidence from the novel to 	

	support your response. Be sure to observe the conventions of standard English.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain why the crew's emotions changed from day to day? • Can students finish short and extended tasks within established deadlines? 	
Text(s)	<i>Pedro's Journal</i> by Pam Conrad	
Materials	Lesson Materials: <ul style="list-style-type: none"> • The Cold-Read Task answer Sheet 	Possible Supports During the Lesson: <ul style="list-style-type: none"> •

Guidance for Accessing and Adapting Grade-Level Text

Purpose

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

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

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

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

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

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

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

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

Resources

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

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

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- 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.