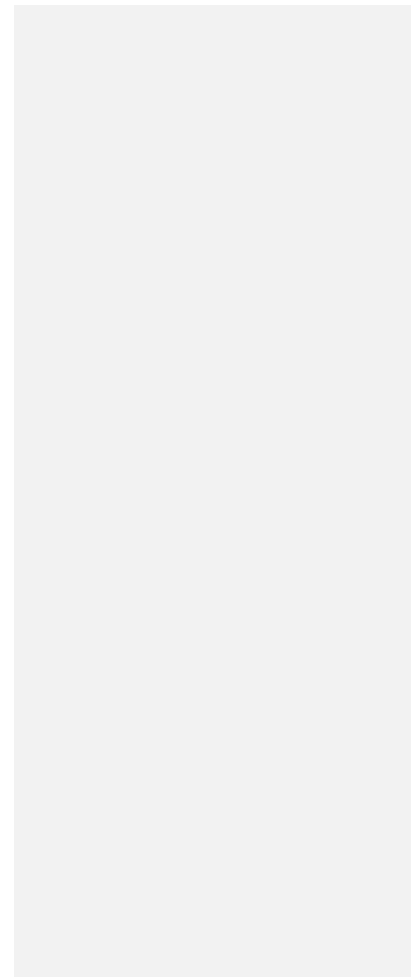


Grade 5, Unit 3 - *The Lion, the Witch, and the Wardrobe*

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

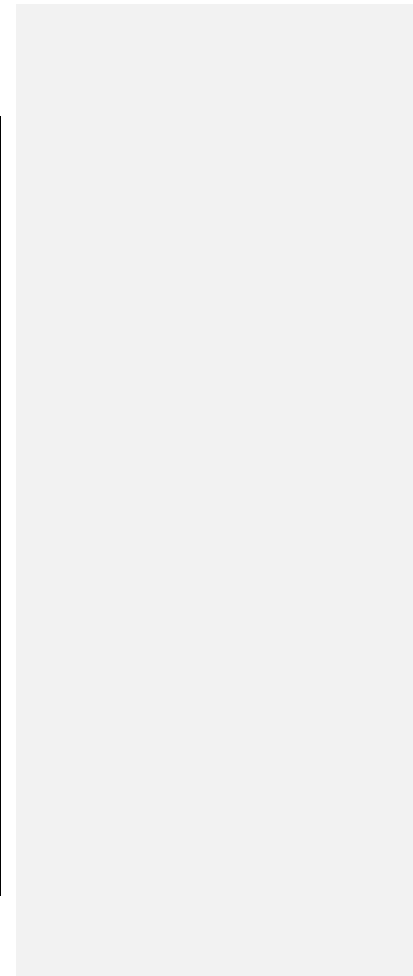


The Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities were created to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for these students to participate in an inclusive and least restrictive environment. This DRAFT version of the Companion Resources is being made available for Teacher Leader Summit training purposes only; the full set of Companion Resources will be made available prior to the start of AY 2020-2021.

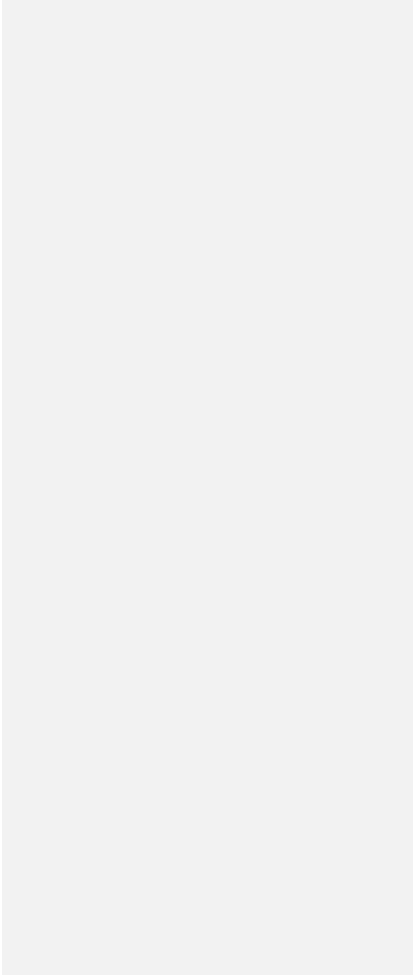


Grade 5, Unit 3 - *The Lion, the Witch, and the Wardrobe*

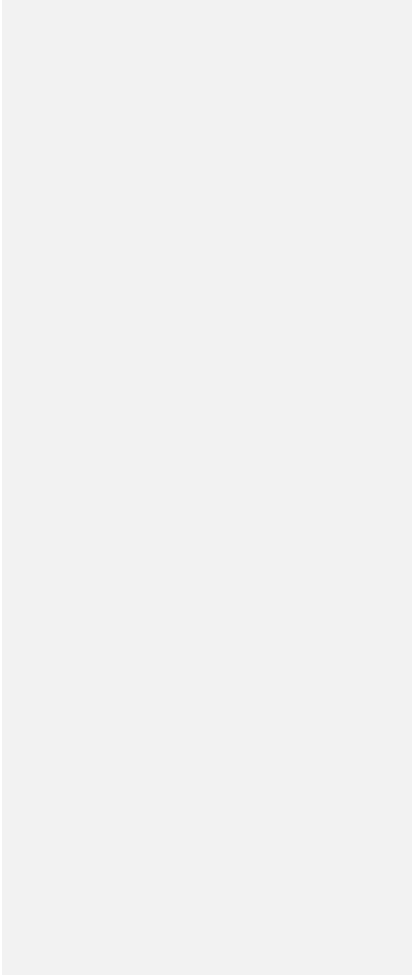
Unit Overview						
Grade	5	Modified Unit Overview				
Guidebook Text	<i>The Lion, the Witch, and the Wardrobe</i>	Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i>				
Unit Description	We will read <i>The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis and a series of related literary and informational texts to explore the question: How different characters points of view change the description of the text. We will express our understanding through an essay that retells a key scene from the novel from an alternate point of view.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> by C. S. Lewis to explore the question: <i>How can a story change based on the point of view of the narrator?</i> To address this question, students will create a permanent product to tell the story of a scene from <i>The Lion, the Witch, and the Wardrobe</i> from a different point of view.				
Essential Question	How can a story change based on the point of view of the narrator?	<i>How can a story change based on the point of view of the narrator?</i>				
Culminating Task	<p>Consider how the narrator’s point of view influences how events are described in <i>The Lion, the Witch, and the Wardrobe</i>. How would descriptions change if told from a different point of view? Choose one of the scenes below, and rewrite it from the first person point of view of the identified character.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Scene</td> <td style="text-align: center; width: 50%;">Point of View and Theme</td> </tr> <tr> <td>Chapter 9: Edmund goes to the white witch. Begin your story with “It was pretty bad when he reached the far side...” End your narrative with “Edmund began to be afraid of the House.”</td> <td>Rewrite the scene from Edmun point of view and describe his journey to the White Witch’s home.</td> </tr> </table>	Scene	Point of View and Theme	Chapter 9: Edmund goes to the white witch. Begin your story with “It was pretty bad when he reached the far side...” End your narrative with “Edmund began to be afraid of the House.”	Rewrite the scene from Edmun point of view and describe his journey to the White Witch’s home.	<p>Create a permanent product to tell the story of a scene from <i>The Lion, the Witch, and the Wardrobe</i> from a different point of view. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Reread a specific scene from a chapter in the novel. As you read, consider how the description of events might change if told from the point of view of another character of the student’s choosing (e.g. Edmund, the White Witch, Aslan). ● Name the important events of the scene, being sure to include the main events, key character interactions, and important conversations. ● Match key events with how you believe the character would feel. ● Using the identified events and feelings, as well as a Writing Template, highlight what you will include in your permanent product.
Scene	Point of View and Theme					
Chapter 9: Edmund goes to the white witch. Begin your story with “It was pretty bad when he reached the far side...” End your narrative with “Edmund began to be afraid of the House.”	Rewrite the scene from Edmun point of view and describe his journey to the White Witch’s home.					



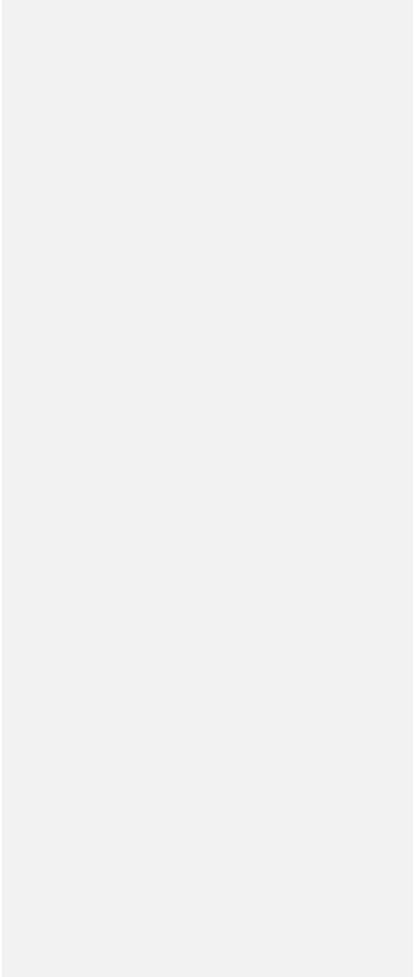
Sections & Lessons	<p>Chapter 11: Aslan is near. Begin your story with "Now they were steadily racing along again." End your narrative at the end of the chapter.</p> <p>Rewrite the scene from the White Witch's point of view and describe her thoughts and feelings as she realizes that the spell is breaking and Winter is coming to an end.</p> <p>Chapter 14: Aslan sacrifices himself for Edmund. Begin your story with "At last the rabble had had enough of this." End your narrative with "They couldn't bear to look and covered their eyes."</p> <p>Rewrite the scene from Aslan's point of view and describe his thoughts and feelings as he is being prepared for sacrifice.</p> <p>To complete this task:</p> <ul style="list-style-type: none"> • Select a scene from the chart above and reread the scene. As you read, consider how the description of events might change if told from the point of view of the identified character. • Summarize the events of the scene, being sure to include the main events, key character interactions, and important conversations. • Rewrite the scene from the perspective of the new narrator, using the first person point of view. Include thoughts, feelings, and descriptions to develop the new narrator's point of view. • Be sure that the rewritten scene maintains the themes of the novel. • Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. 	<ul style="list-style-type: none"> • Begin your story with a prompt listed in the original Unit Overview (e.g. "It was pretty bad...", "Now they were steadily racing...", "At last the rabble had had enough...") • End your narrative with a prompt from the original Unit Overview. • Fully revise the scene from your character's point of view. <p>Your permanent product should retell this part of the story from another character's point of view while keeping the major events and details the same as the original. Be sure that the revised scene maintains the themes of the novel. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p> <p>LC.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>LC.RL.5.6 Explain how the description of characters, setting, or events might change if the person telling the story changed.</p>
	8 sections, 43 lessons total	5 sections, 21 lessons total



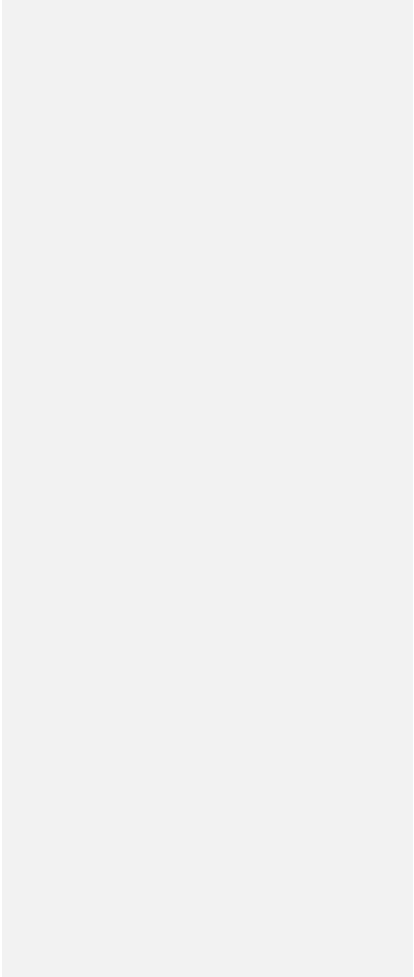
Assessment Overview		
	Guidebook Assessment	Modified Assessment Overview
Culminating Writing Task	<p>Consider how the narrator’s point of view influences how events are described in <i>The Lion, the Witch, and the Wardrobe</i>. How would descriptions change if told from a different point of view? Choose one of the scenes below, and rewrite it from the first person point of view of the identified character.</p>	<ul style="list-style-type: none"> ● Culminating task directions ● Exemplar response ● Narrative writing rubric <p>Create a permanent product to tell the story of a scene from <i>The Lion, the Witch, and the Wardrobe</i> from a different point of view. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Reread a specific scene from a chapter in the novel. As you read, consider how the description of events might change if told from the point of view of another character of the student’s choosing (e.g. Edmund, the White Witch, Aslan). ● Name the important events of the scene, being sure to include the main events, key character interactions, and important conversations. ● Match key events with how you believe the character would feel. ● Using the identified events and feelings, as well as a Writing Template, highlight what you will include in your permanent product. ● Begin your story with a prompt listed in the original Unit Overview (e.g. “It was pretty bad...”, “Now they were steadily racing...”, “At last the rabble had had enough...”) ● End your narrative with a prompt from the original Unit Overview. ● Fully revise the scene from your character’s point of view. <p>Your permanent product should retell this part of the story from another character’s point of view while keeping the major events and details the same as the original. Be sure that the revised scene maintains the themes of the novel. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>



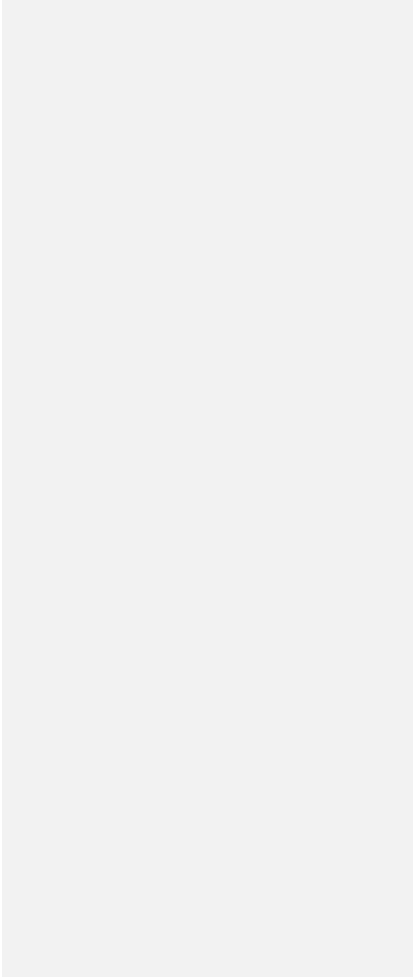
			<p>LC.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>LC.RL.5.6 Explain how the description of characters, setting, or events might change if the person telling the story changed.</p>
Cold-Read Task	Read Chapter 7 of <i>The Lion, The Witch, and The Wardrobe</i> independently. Then answer the following multiple-choice and constructed-response questions about the text, using evidence for all answers.	<ul style="list-style-type: none"> ● Assessment ● Answer Key ● Answer Sheet ● Grade 4-5 writing rubric 	<i>This will be optional.</i>
Extension Task	In small groups students evaluate how the illustrations and images contribute to the meaning, tone, and beauty of the text. As a group students record analysis on a graphic organizer, create an original representation of a selected scene, and prepare a presentation.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Presentation rubric ● Grade 4-5 writing rubric 	<i>This will be optional.</i>



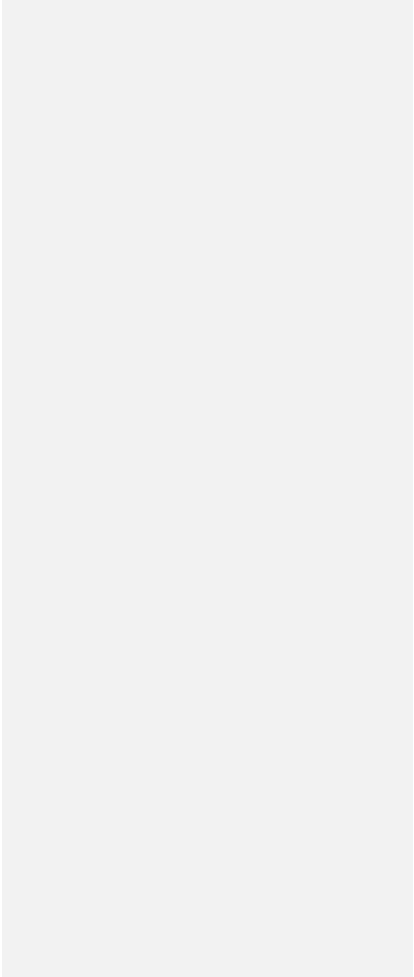
Section Overview		
Section Number	1	Modified Section Overview
Description	<i>The Lion, the Witch, and the Wardrobe</i>	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>
Assessment	<p>Students write a response to the prompt: “How would the story be different if told only through the eyes of Lucy?”</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of how Lucy’s point of view will change the descriptions of the text in <i>The Lion, The Witch, and The Wardrobe</i>. This prepares students write from an alternate character’s point of view.</p> <p>Students also demonstrate their ability to use concrete words and phrases and sensory details to convey experiences of the characters and events precisely 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 capture aspects of Lucy’s character? • How well does the student remain true to the original scene? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use sensory language to communicate a vivid picture of experiences, events, setting, and/or characters and create style? 	<p>Students write a response to the prompt, “How would the story be different if told only from Lucy’s point of view?”</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Lucy’s point of view, in the text <i>The Lion, the Witch, and the Wardrobe</i> by identifying places in the text where the descriptions of characters, settings, or events could change in the text. This prepares students to write from an alternative character’s point of view.</p> <p>Students demonstrate their ability to use concrete words and phrases and sensory details to accurately describe the experiences of the characters and events. Students will use basic conventions including capitals, end punctuation, subject/verb agreement, and complete sentences 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 identify the character traits of Lucy (e.g., adjectives such as loyal, kind)?



	<ul style="list-style-type: none"> ● How well does the student develop and maintain an appropriate style? 	<ul style="list-style-type: none"> ● How well does the student maintain the description of a scene (i.e., experience, event, setting, and/or character) from the original text when described based on Lucy’s point of view? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use concrete words and phrases and sensory details to describe experiences, events, setting, and/or characters? ● How well does the student organize the content of their writing to convey its intended purpose and meaning 	
Section Length	7 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task ○ Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “wardrobe,” “Narnia,” “faun,” “adventures.” ○ Engage students with the fluency task in the appendix. ○ Use related supports from the Supports Flow Chart. ○ The Lion, The Witch, and the 	<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 queer, inquisitive, parcels, 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Louisiana Connectors ● Essential ElementsCards - Grades 3-5 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 01 of Grade 05 <i>The Lion, the Witch, and the Wardrobe</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words)

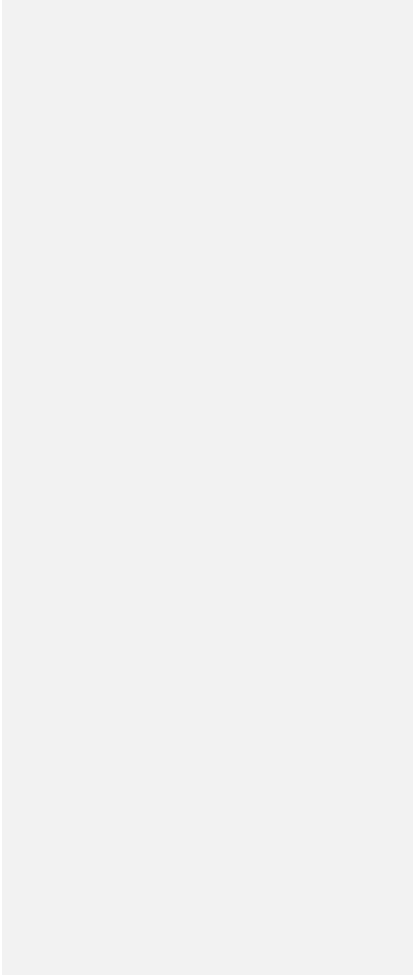


	<p>Wardrobe.</p> <ul style="list-style-type: none"> ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <ul style="list-style-type: none"> ■ Historical Setting of the Novel, "The Lion, The Witch, and The Wardrobe" ○ Explain to students that during World War II, children were sent away from the city to live with host families due to the repeated bombing of London. Government officials initiated "Operation Pied Piper" to send children to safety in the countryside. The children would live with host families while their parents stayed in London. The children in the text are living with a host in the countryside of England. 	<p>melancho-ly, eternal, reigns, sorrowful-ly, hoax</p> <ul style="list-style-type: none"> ○ Visual dictionary ○ y ● Support for Structure <ul style="list-style-type: none"> ○ With Lesson 1, ask students to describe the change in setting from the countryside to Narnia. Ask students, "How did Lucy get to Narnia?", "What did she do in 	<ul style="list-style-type: none"> ● Writing rubric/criteria for development and evaluation of a response
--	---	---	--

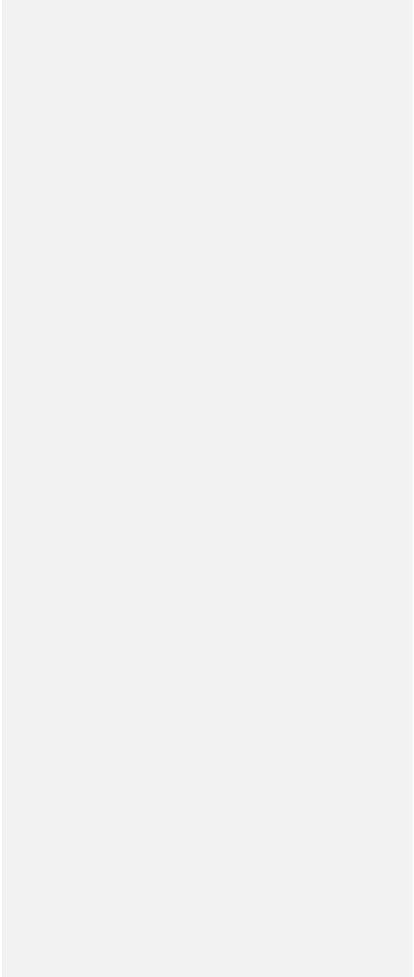


		Narnia?”, “How did she get back to the house?”	
The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.			

Lesson Overview		
Lesson Number	Lesson 1: Reading and Summarizing	Modified Lesson Overview
Description	In this lesson, students read Chapter 1 of <i>The Lion, The Witch, and The Wardrobe</i> by C. S. Lewis and discuss the characters and events they are introduced to. Students also prepare to write by previewing the culminating task.	In this lesson, students read Chapter 1 of the <i>Lion, the Witch, and the Wardrobe</i> and an <u>adapted version</u> as needed. <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	After reading Chapter 1, students contribute to a whole-class discussion to create a shared summary and copy the shared summary in their reading logs.	Complete a graphic organizer to identify characters and events in Chapter 1. <ul style="list-style-type: none"> Students engage in whole-class discussion to create a shared summary.

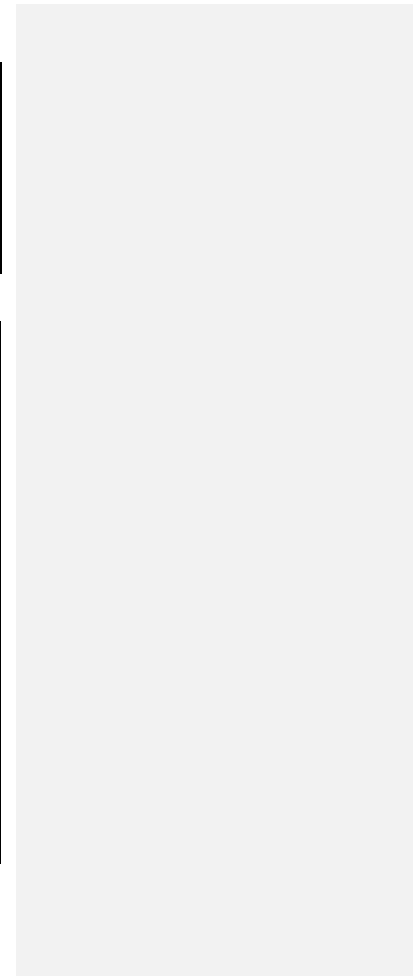


			<ul style="list-style-type: none"> • Students complete a summary graphic organizer during the discussion. • Students enter the information from the graphic organizer into their reading logs.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the connections that exist between the main characters? • Can students respond to questions and demonstrate understanding of texts? 		<ul style="list-style-type: none"> • Can students identify connections between the main characters? • Can students respond to questions and demonstrate understanding of the text?
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis		<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sample Chapter 1 summary (exemplar not provided) • Word Wall cards • Semantic Map handout • Reading log • Conversation stems tool • Semantic Mapping • Reading Logs • Summarizing • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of The Lion, the Witch, and the Wardrobe • Group role cards (optional) • Student friendly definitions • Choral Reading/Echo Reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper <ul style="list-style-type: none"> ▪ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

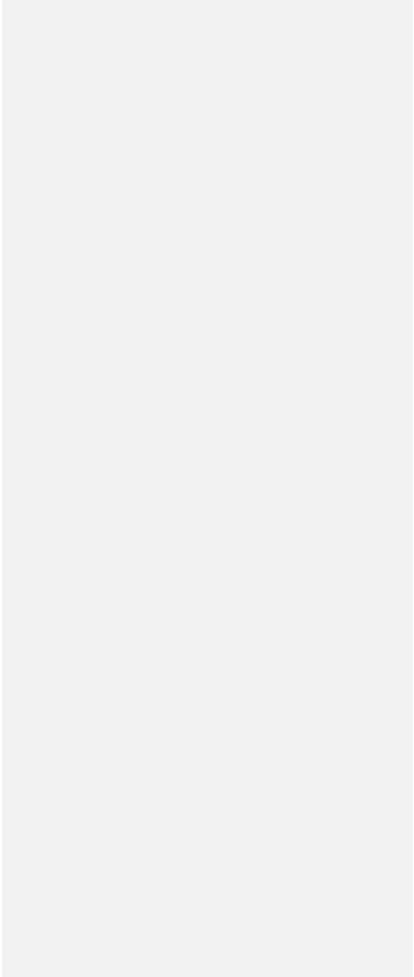


			<ul style="list-style-type: none"> ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 2: Analyzing Characters	Modified Lesson Overview
Description	In this lesson, students work in pairs to read chapter 2, and analyze the main characters in the text. Students work in small groups to produce a clear, coherent summary of chapter 2.	<p>In this lesson, students read Chapter 2 of the <i>Lion, the Witch, and the Wardrobe</i> and an <u>adapted version</u> as needed.</p> <ul style="list-style-type: none"> ● Summarize a portion of text such as a paragraph or a chapter. LC.RL.5.2a
Let's Express Our Understanding	<p>Write one paragraph summarizing the main ideas and details in Chapter 2.</p> <ul style="list-style-type: none"> ● Use your notes from reading, as well as our discussion, to write the summary. ● Be sure that your paragraph has at least one sentence about the character of Mr. Tumnus and one sentence about the character the character of the White Witch. ● Be prepared to share your summary with the class. 	<p>Create a permanent product that summarizes the main ideas and details in Chapter 2.</p> <ul style="list-style-type: none"> ● Students engage in a whole-class discussion to summarize Chapter 2. ● Students input summary information into their reading logs. ● Be sure to include a statement about how Mr. Tumnus changed and a description of the White Witch.

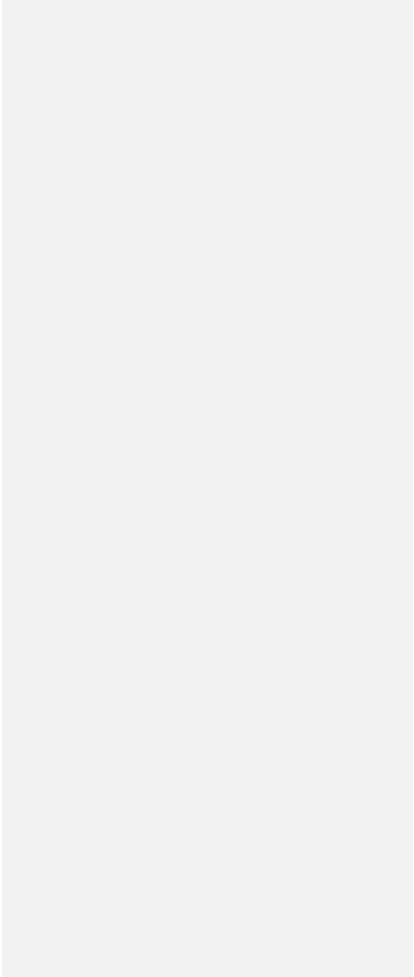


		<ul style="list-style-type: none"> • Students share completed summary with the class.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students analyze characters and how they change, based on what they read? • Can students write a collaborative summary based on notes from the text? 	<ul style="list-style-type: none"> • Can students analyze characters and how they change, based on what they read? • Can students create a permanent product that summarizes what they have read in the text?
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sample Chapter 2 summary (exemplar not provided) • Reading log • Accountable talk stems • Summarizing • Conversation stems • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Paired reading • Partner reading • Student-friendly definitions • Transitions
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts 	

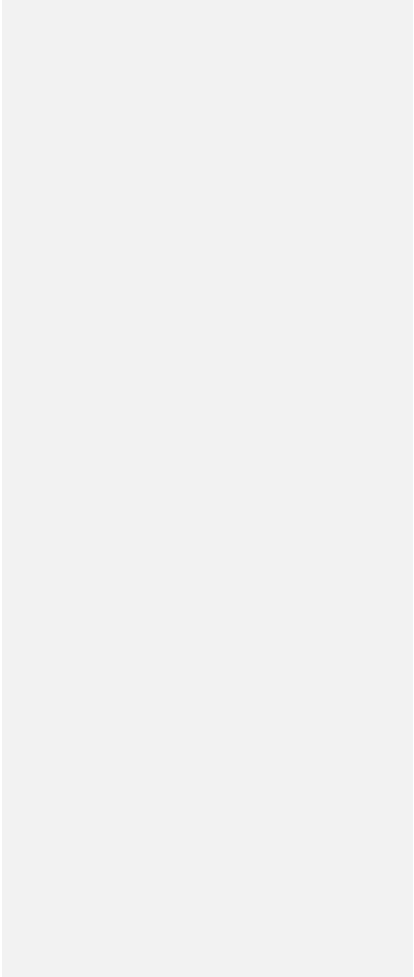


			<ul style="list-style-type: none"> • <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2a):</u> <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details
--	--	--	---

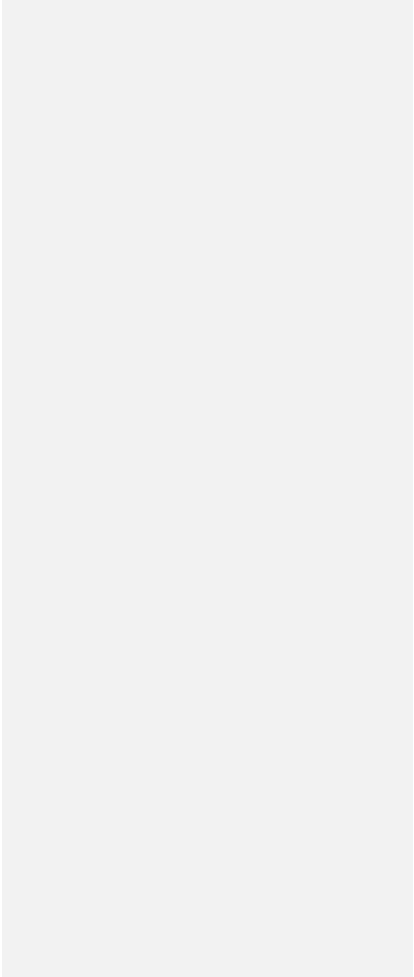
Lesson Overview		
Lesson Number	Lesson 3: Reading and Analyzing a Similar Text	Lesson is optional



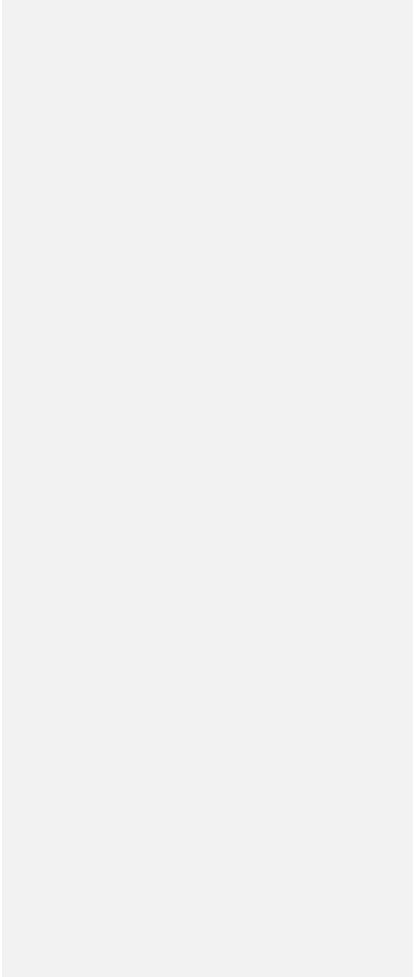
Description	In this lesson, students will read “Down the Rabbit-Hole”, and analyze how the main character responds to challenges. Students will also write two paragraphs about each of the challenges the main character faces.	
Let’s Express Our Understanding	<p>In your reading log, write two paragraphs to respond to the following prompt:</p> <ul style="list-style-type: none"> ● Choose 2 challenges that Alice faces. ● Describe the emotions Alice feels in response to each problem. ● Use details that you have highlighted and underlined in your response. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students describe how Alice feels after she encounters a challenge? ● Can students select relevant details from the text? 	
Text(s)	“Down the Rabbit-Hole” from <i>Alice and Wonderland</i> by Lewis Carroll	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sample of multi-paragraph response(exemplar not provided) ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Copy of “Down the Rabbit-Hole”, from <i>Alice in Wonderland</i> by Lewis Carroll (Audio not available) ● Evidence sentence starters



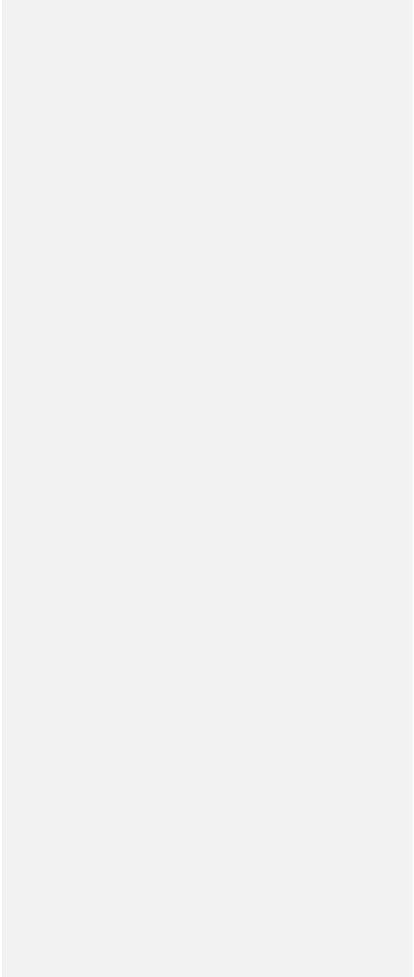
Lesson Overview		
Lesson Number	Lesson 4: Comparing and Contrasting Characters in Similar Texts	Lesson is optional
Description	In this lesson, students compare and contrast two characters, drawing on specific details in the text. Students compose a coherent paragraph comparing two characters.	
Let's Express Our Understanding	<p>On the Compare and Contrast Lucy and Alice handout, respond to the following question:</p> <ul style="list-style-type: none"> • How is Alice from "Down the Rabbit-Hole" like Lucy from <i>The Lion, The Witch, and The Wardrobe</i>? • Be prepared to share your response with the class. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify similarities and differences between Alice and Lucy? • Can students write a compare and contrast paragraph? 	
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis, "Down the Rabbit-Hole" from <i>Alice and Wonderland</i> by Lewis Carroll	



Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none">• Sample of paragraph (exemplar not provided)• Compare and Contrast Lucy and Alice Handout• Reading logs• Accountable talk• Teacher talk moves• Conversation stems• compare/contrast	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none">• Audio recording of <i>The Lion, the Witch, and the Wardrobe</i>• Copy of "Down the Rabbit-Hole, from <i>Alice in Wonderland</i> by Lewis Carroll (Audio not available)• Paired reading• Partner reading• Transitions
-----------	---	--

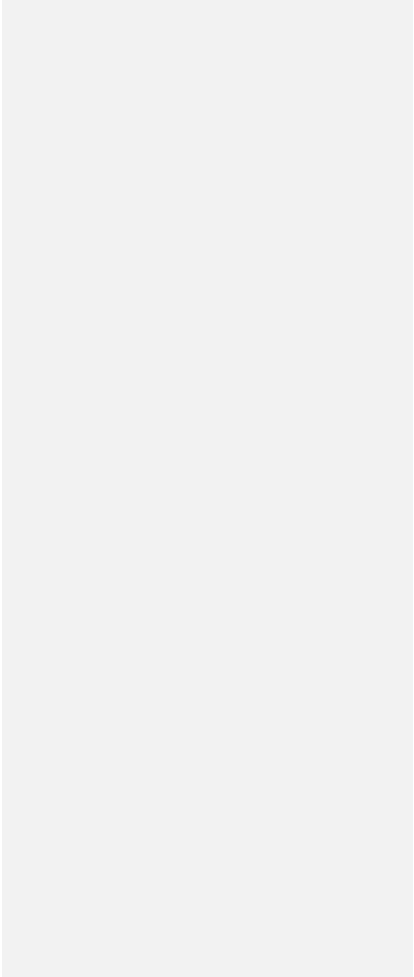


Lesson Overview		
Lesson Number	Lesson 5: What makes a narrative a fantasy?	Lesson is Optional
Description	In this lesson, students begin to engage effectively in collaborative compare and contrast discussion of two texts. Students begin to fill in a graphic organizer to compare and contrast fantastical texts throughout the unit.	
Let's Express Our Understanding	Consider the similarities and differences between the two texts. Use the information that you gained from your partner discussion and previous lessons to complete the first two rows of your chart for analyzing three texts handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students compare and contrast two characters by following guiding questions? • Can students work independently to complete a task using text specific information and their notes? 	
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis, "Down the Rabbit-Hole" from <i>Alice and Wonderland</i> by Lewis Carroll	

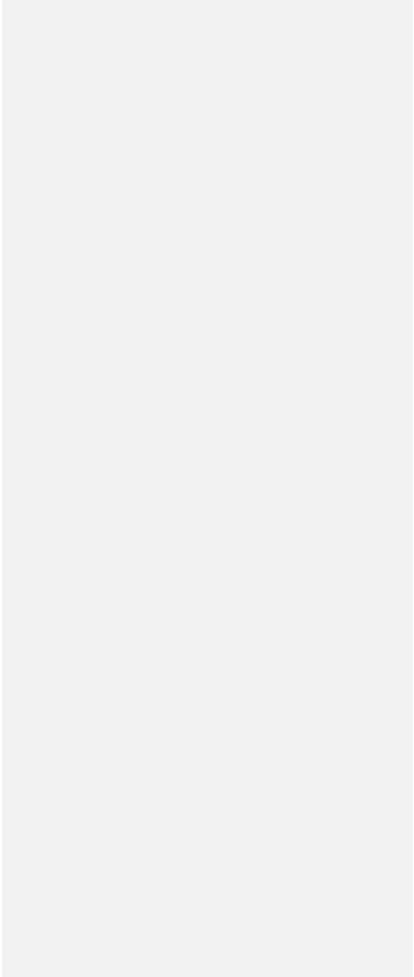


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chart for Analyzing Three Texts Handout ● What Makes a Fantasy a Narrative Handout ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Student-friendly definitions
-----------	---	---

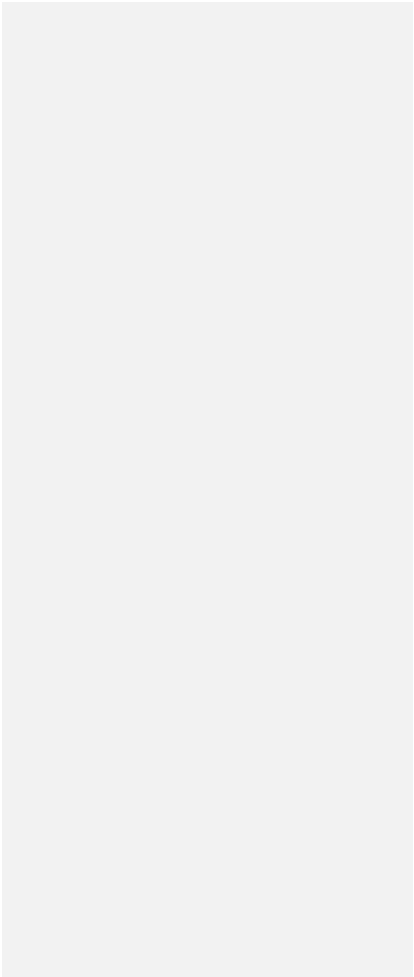
Lesson Overview		
Lesson Number	Lesson 6: Examining how a narrator reveals what characters are thinking and feeling	Modified Lesson Overview
Description	In this lesson, students engage in a collaborative discussion about how the narrator reveals a character's thoughts and feelings. Students will examine a text and identify the narrator's shift between different characters' thoughts.	<p>In this lesson, students engage in a discussion about how the narrator reveals what characters are thinking and feeling.</p> <ul style="list-style-type: none"> ● LC.RL.5.6a Describe how a narrator's or speaker's point of view influences how events are described.



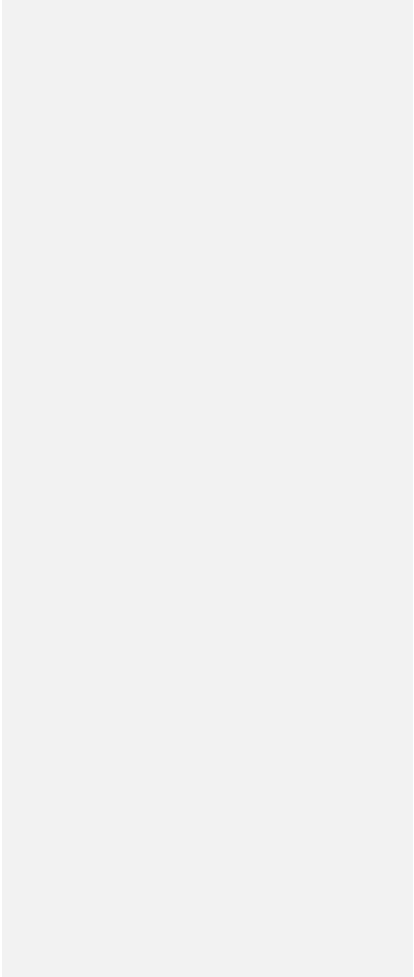
Let's Express Our Understanding	<p>In your reading log, write a paragraph that answers these questions:</p> <ul style="list-style-type: none"> ● Why did the author choose to tell this story through the eyes of Lucy and Edmund? ● How would the story be different if told only through the eyes of Lucy? 		<p>Create a permanent product that answers these questions:</p> <ul style="list-style-type: none"> ● Who did the author tell this story through? How do you know? ● Why did the author choose to tell this story through both Edmund and Lucy? ● How would the story be different if told only through the eyes of Lucy?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students recognize how the narrator shifted focus from Lucy to Edmund? ● Can students write a paragraph answering questions about Edmund and Lucy's point of view? 		<ul style="list-style-type: none"> ● Can students recognize the narrator shifted focus from Lucy to Edmund? ● Can students answer questions about Edmund and Lucy's point of view?
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis		<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● sample of paragraph (exemplar not provided) ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Choral Reading/Echo Reading ● Student-friendly definition for difficult words 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts



			<ul style="list-style-type: none">• <u>Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.6a):</u><ul style="list-style-type: none">○ Graphic organizers (Web)○ Interactive whiteboard and/or chart paper • Read aloud texts○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter text of the same story with the same key events or details
--	--	--	---

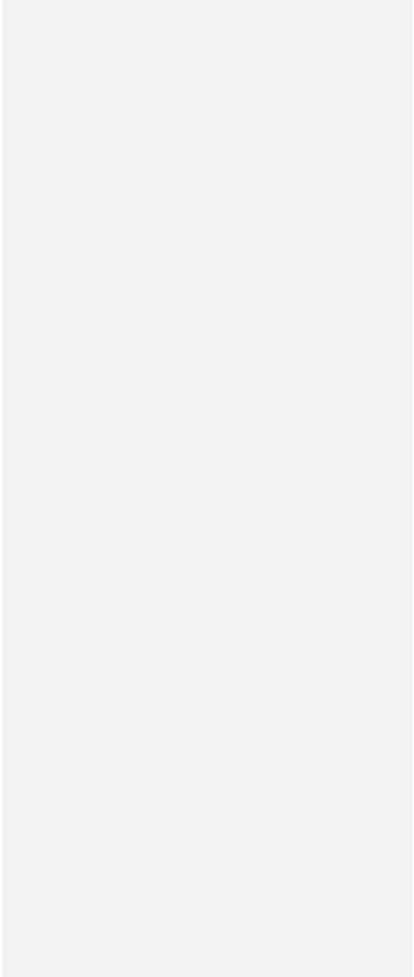


Lesson Overview		
Lesson Number	Lesson 7: How do we learn lessons from the characters in a text?	Lesson is Optional
Description	In this lesson, students determine theme of a story from details in the text, including how characters in a story respond to challenges.	
Let's Express Our Understanding	In your reading log, respond to the following question: <ul style="list-style-type: none"> • What lesson have you already learned from these texts that you can apply to your own life? 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students understand the lessons Alice and Lucy learn in the texts? • Can students relate the experience of the characters to their personal experiences? 	
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis, "Down the Rabbit-Hole" from <i>Alice in Wonderland</i>	

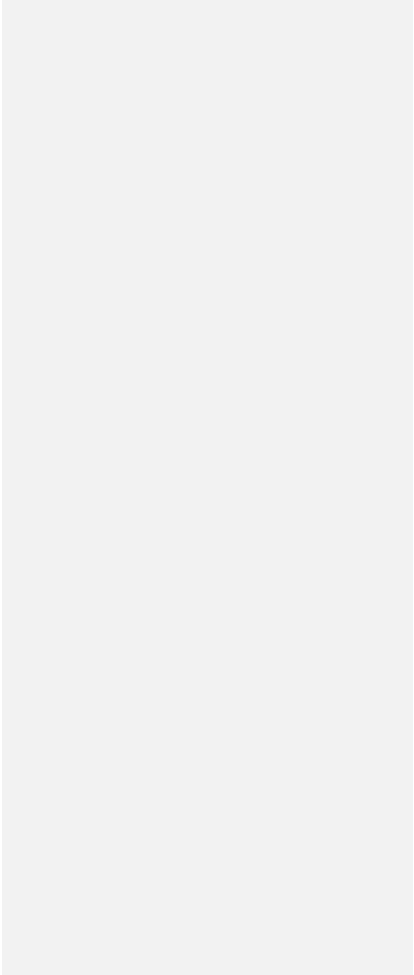


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Accountable talk • Teacher talk moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Copy of "Down the Rabbit-Hole" from <i>Alice in Wonderland</i> (Audio not available)
-----------	--	---

Section Overview		
Section Number	2	<i>Section is optional</i>
Description	The Lion, the Witch, and the Wardrobe	
Assessment	<p>Students write a response to the prompt: Was it easy or difficult for Edmund to lie to Peter and Susan about entering the wardrobe? Support your answer with evidence from the text.</p> <p>Culminating task connections:</p>	

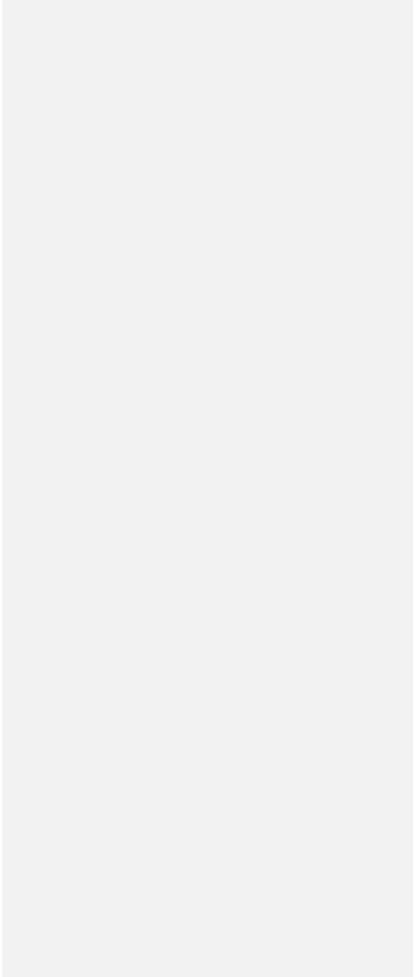


	<p>Students demonstrate their understanding of Edmund’s character traits and how these traits affect the other characters in the novel?</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely 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 identify how a narrator uses a character’s point of view to influence events? ● How well does the student identify Edmund’s character traits based on his actions? <p>Writing/ELA Skill Look Fors:</p> <p>How well does the student quote relevant evidence from the text?</p>	
Section Length	5	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task ○ Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “dominions,” “Majesty,” “Turkish Delight,” and “Professor.” ○ Engage students with the fluency task in the appendix. ○ Use related supports from the Supports Flow Chart. ● The Lion, The Witch, and the Wardrobe. 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ Dwarf ○ Snappishly ○ Spiteful ○ consideration ○ sensible

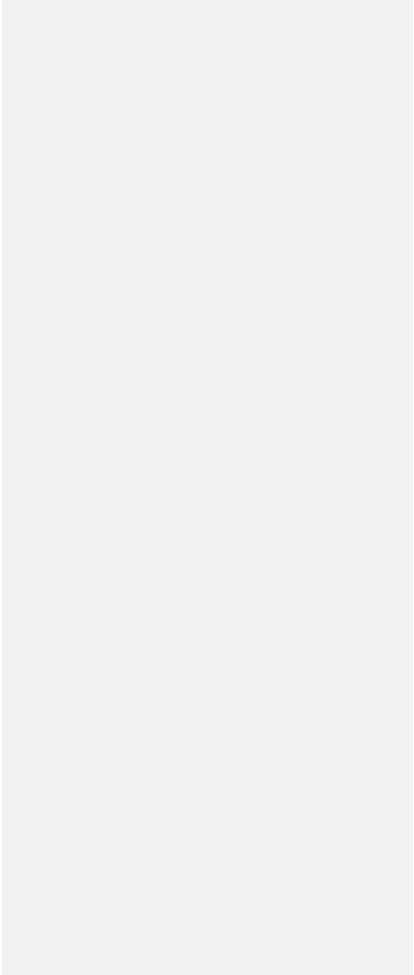


The [Supports Flow Chart](#) includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing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

Section Overview		
Section Number	3	Modified Section Overview



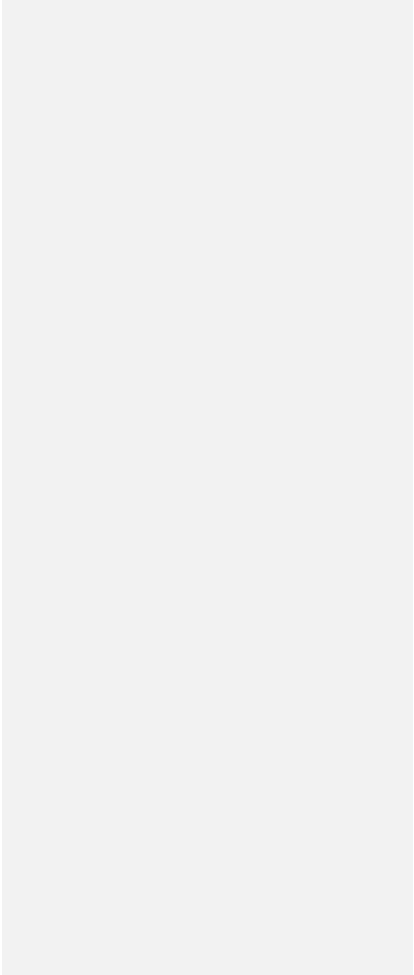
Description	<i>The Lion, the Witch, and the Wardrobe</i>	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>
Assessment	<p>Students rewrite a scene from Mr. Tumnus' point of view.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Mr. Tumnus' character traits and how these traits affect the other characters in the novel.</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely 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 describe how Mr. Tumnus' point of view influences how events are changed? • How well does the student describe how Mr. Tumnus responds to challenges in the story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use comparison linking words to rewrite the scene from Mr. Tumnus' point of view? • How well does the student use text evidence to explain Mr. Tumnus' experience? 	<p>Students rewrite a scene from Mr. Tumnus' point of view.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Mr. Tumnus' character traits and how these traits affect his interactions with other characters.</p> <p>Students also demonstrate their ability to select transitions, sentence starters, and comparison linking words to write sentences to convey the experience of characters and events accurately to produce a clear writing. Students use basic conventions including capitals, end punctuation, subject/verb agreement, and simple and compound complete sentences to produce clear writing. This prepares students to write a multi-paragraph narrative.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student describe Mr. Tumnus's actions, thoughts, and feelings? • How well does the student describe the relationship between Mr. Tumnus' point of view and how selected events are affected? • How well does the student identify interactions between Mr. Tumnus



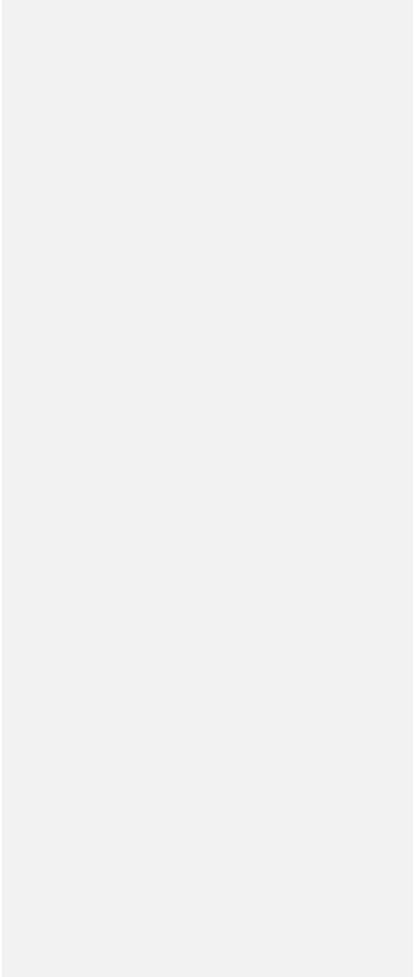
		<p>and other characters?</p> <ul style="list-style-type: none"> • How well does the student describe interactions between Mr. Tumnus and other characters? • Can the student identify Mr. Tumnus’s challenge and response in this chapter? • How well does the student describe what Mr. Tumnus does in response to challenges in a selected parts of the story? <p>Writing/ELA Skill Look Fors</p> <ul style="list-style-type: none"> • Can the student select comparison linking words to rewrite the scene from Mr. Tumnus’s point of view? • How well does the student select comparison linking words to rewrite a scene from Mr. Tumnus’s point of view? • How well does the student use text evidence to explain Mr. Tumnus’ experience? 	
Section Length	4 lessons	1 lesson	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Foundational Skills • Use related supports from the Supports Flow Chart. • Support for Reading Fluency <ul style="list-style-type: none"> ◦ Fluency Task ◦ “The Shoemaker and the 	<p>During the Section:</p> <ul style="list-style-type: none"> • Support for Language <ul style="list-style-type: none"> ◦ Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example(s) 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing rubric • Louisiana Connectors • Essential Elements Cards • Student Response Modes • IEP Goals

Commented [1]: This section includes 1 of 2 companion texts I will be including in the Unit

	<p>Elves”</p> <ul style="list-style-type: none"> ○ Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: sensible, occupant, enchantment, imprisoned ○ Engage students with the fluency task in the appendix. <ul style="list-style-type: none"> ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Students need to understand what symbols are and how they are used in literature. The lesson defines symbols as “an object that has a meaning other than its literal meaning.” Explain to students that literal is what the words actually mean. When an object is used as a symbol, it stands for or represents something else. An example would be using a heart to symbolize love, a dove for peace, or a the color green to represent envy. 	<p>included in the appendix.</p> <ul style="list-style-type: none"> ○ Occupant ○ Enchantment ○ Imprisoned ○ Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. ○ Inside, the cave was dark and cold and had the damp feel and smell of a place that had not been lived in for several days. ○ It kept going from tree to tree, always a few yards ahead of them, but always so near that they could easily follow it. ○ Support for Meaning <p>With Lesson 13, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.</p>	<ul style="list-style-type: none"> ● Assistive Technology ● Word lists (e.g., passage- or text-specific words and high frequency words, conjunctions, linking words,descriptive words (adjectives)) ● Writing rubric/criteria for development and evaluation of a response
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

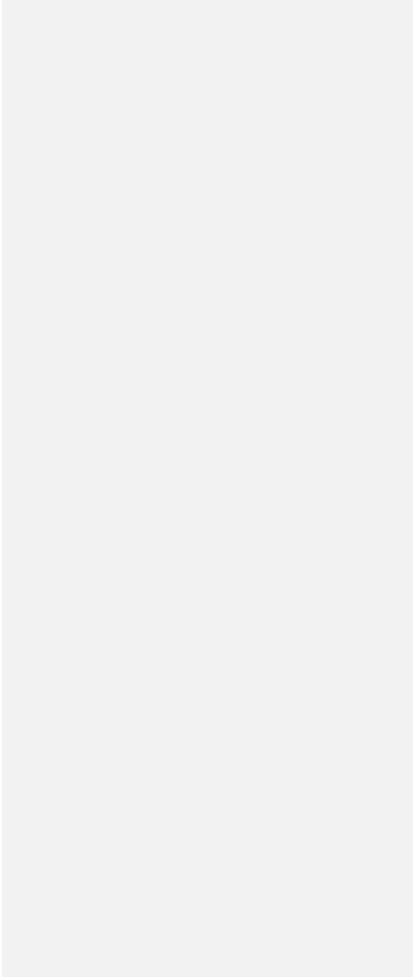


Lesson Overview	
Lesson Number	Lesson 13:Examining symbols in Chapter 6 Lesson is Optional
Description	In this lesson, students engage effectively in a whole-class discussion about the symbolism of the robin.
Let's Express Our Understanding	Students respond to the following prompt in their reading log: What is the robin a symbol for in this chapter? Provide 1-2 pieces of evidence to support your response.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students participate in a whole-class discussion explaining how the robin is introduced? • Can students write a paragraph to explain what the robin is a symbol for?
Text(s)	<i>The Lion, The Witch, and The Wardrobe</i> by C.S.Lewis

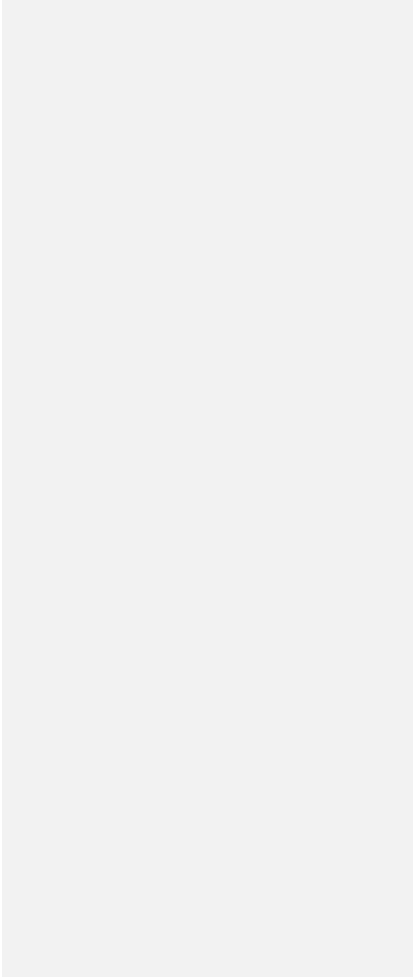


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Accountable talk • Conversation stems • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Paired reading • Partner reading • Student-friendly definitions • Transitions • Evidence sentence starters
-----------	--	---

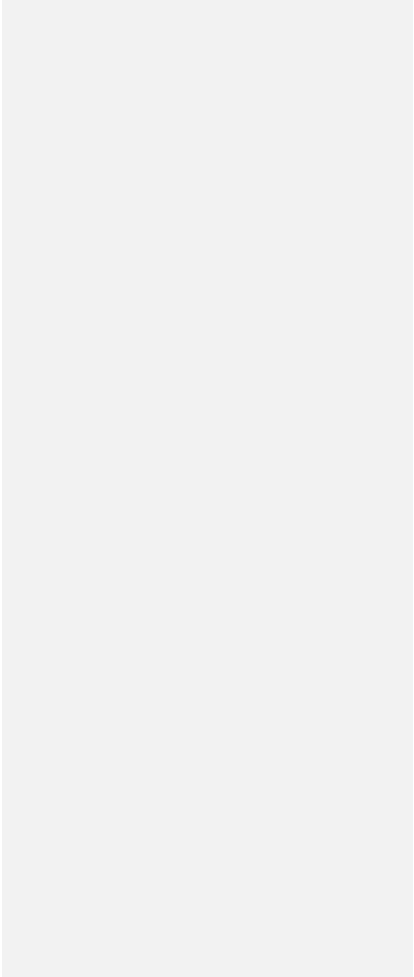
Lesson Overview	
Lesson Number	Lesson 14: Examining symbols in “The Robin Who Showed the Way” Optional Lesson is
Description	In this lesson, students compare and contrast two characters from two different texts drawing on specific details from those texts.



Let's Express Our Understanding	Students respond to the following question in their reading log: How are the robin in "The Robin Who Showed the Way" and the robin in <i>The Lion, the Witch, and the Wardrobe</i> used to approach similar ideas in the texts? Be sure to use the class list of ideas from the last lesson and today to help you record your thoughts.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students paraphrase a paragraph using context clues? • Can students compare the robin in both texts? 	
Text(s)	The Robin Who Showed the Way" by Francis Hodgson Burnette <i>The Lion, The Witch, and The Wardrobe</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Accountable talk • Context clues • Teacher talk moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Audio Recording of "The Robin Who Showed the Way" • Student-friendly definitions • Choral Reading/Echo Reading • Venn Diagram • Transitions

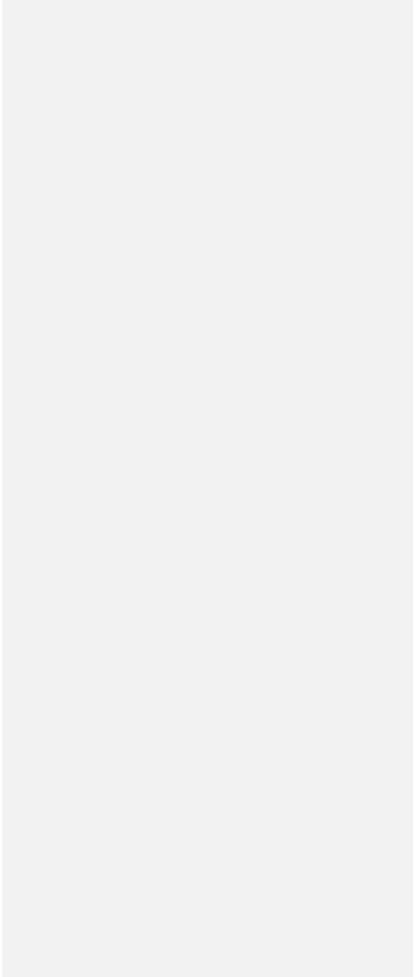


Lesson Overview	
Lesson Number	Lesson 15: Compare and contrast stories on their approach to themes and topics Optional Lesson is
Description	In this lesson, students compare and contrast two or more characters, drawing on specific details in the text to determine the theme.
Let's Express Our Understanding	Students respond to the following prompt in their reading log: Provide an example from each text of how a character shows the courage to persevere through challenges.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students compare and contrast three different texts? • Can students provide examples of how each character shows courage to persevere through challenges?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i> , "Down the Rabbit-Hole", "The Robin Who Showed the Way"

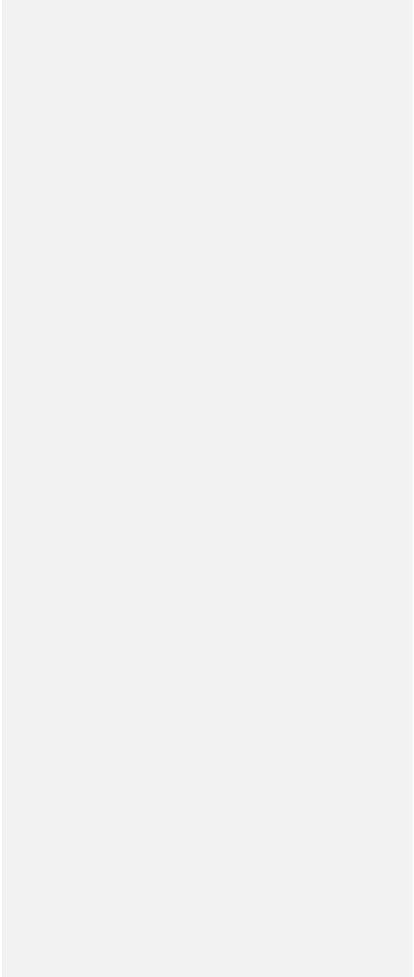


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Chart for analyzing three texts handout • Reading log • Accountable talk • Conversation stems • Teacher talk moves • Compare and contrast 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Audio Recording of "The Robin Who Showed the Way" • Synonym for "persevere"
-----------	---	---

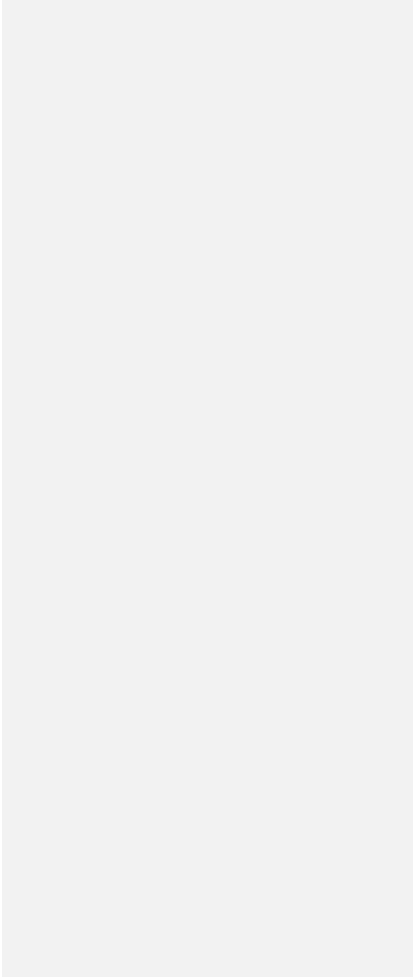
Lesson Overview		
Lesson Number	Lesson 16: Writing a narrative from the point of view of a different narrator	Modified Lesson Overview



Description	<p>In this lesson, students will describe how a narrator's point of view influences how events are described. Students write a scene introducing a different narrator using descriptive details from the text.</p>	<p>In this lesson, students will describe how a narrator's point of view influences how events are described. Students write a scene introducing a different narrator using descriptive details from the text.</p> <ul style="list-style-type: none"> • In this lesson, students will describe how a narrator's point of view influences how events are described. (LC.RL.5.6a) • Students write a scene introducing a different narrator using descriptive details from the text. (LC.W.5.3c)
Let's Express Our Understanding	<p>Students write a narrative in their reading log: Rewrite the scene from Mr. Tumnus' point of view . In your narrative, describe Mr. Tumnus' thoughts and feelings as he considers kidnapping Lucy for the White Witch.</p>	<p>Students create a permanent product that describes a scene from Mr. Tumnus' point of view. In your produce, identify Mr. Tumnus' thoughts and feelings as he considers kidnapping Lucy for the White Witch.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify which point of view the text is told from? • Can students write a narrative from Mr. Tumnus' point of view? 	<ul style="list-style-type: none"> • Can students identify which point of view the text is told from? • Can students describe the scene from Mr. Tumnus's point of view?
Text(s)	<p><i>The Lion, the Witch, and the Wardrobe</i></p>	<p><i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis</p>

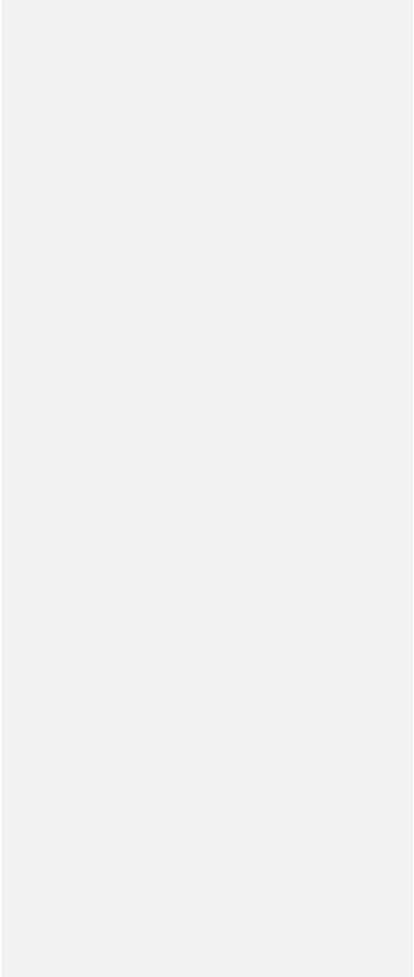


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sample of a narrative written from a different character's point of view (Student exemplar not included) ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Choral Reading/Echo Reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.6a: <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (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
-----------	--	--	---



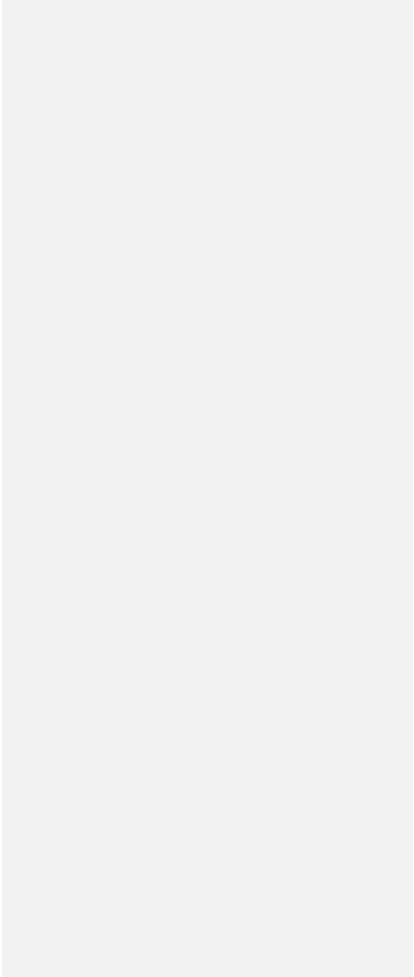
Section Overview		
Section Number	4	<i>Section is Optional</i>
Description	The Lion, the Witch, and the Wardrobe	
Assessment	Cold Read Task - No information on the Scope and Sequence Section Overview	
Section Length	(TLAs - indicate the number of lessons included in this section.)	
Additional Supports for Diverse Learners		
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 17: Practice Cold-Read Task, Part 1	Lesson is Optional

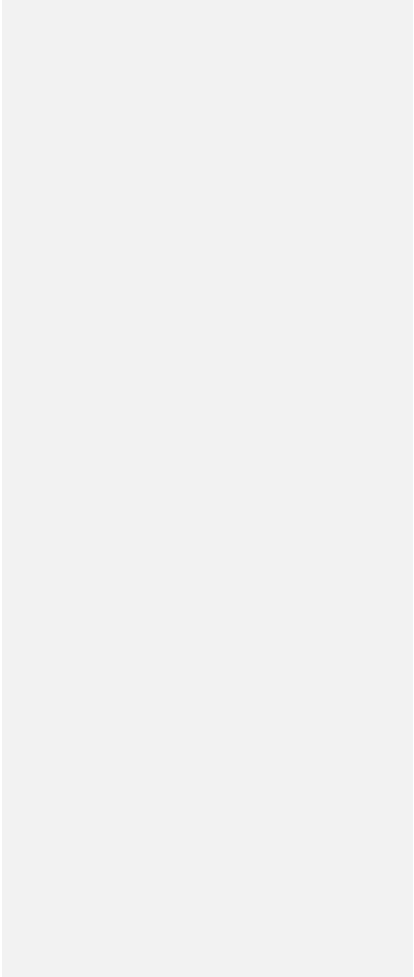


Description	In this lesson, students will read and comprehend literature independently and proficiently.	
Let's Express Our Understanding	Students have approximately 40 minutes to read Chapter 7 of <i>The Lion, the Witch, and the Wardrobe</i> and answer questions 1-7.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students successfully complete the practice cold-read task by expressing their ability to read and understand a complex grade-level text? 	
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> Practice cold-read task Cold-read task answer sheets 	Possible Supports During the Lesson:

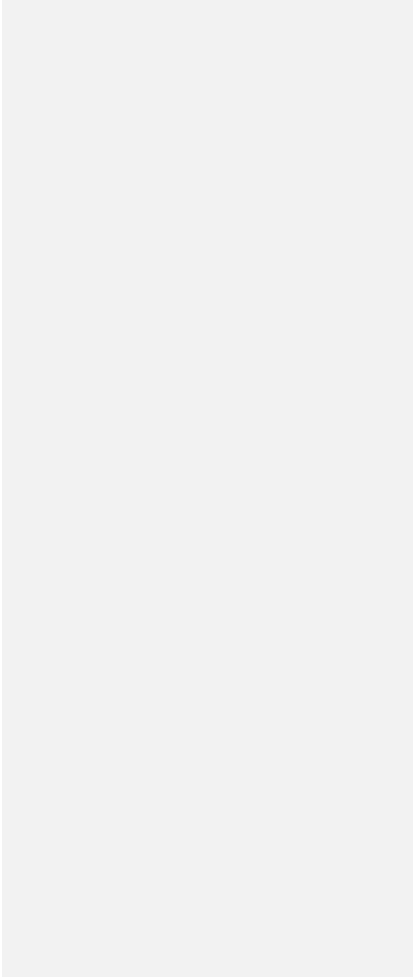
Lesson Overview		
Lesson Number	Lesson 18: Practice Cold-Read Task, Part II Optional	Lesson is



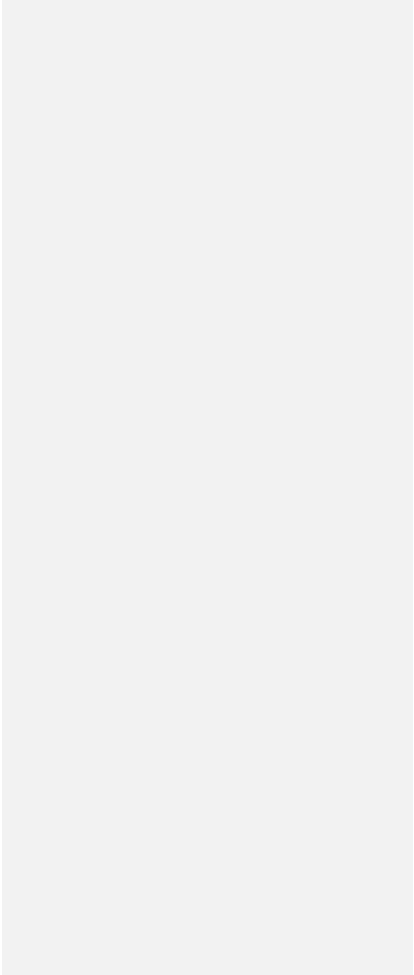
Description	In this lesson, students will read and comprehend literature independently and proficiently.	
Let's Express Our Understanding	Students have approximately 40 minutes to read Chapter 7 of <i>The Lion, the Witch, and the Wardrobe</i> and answer question 8.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students successfully complete the practice cold-read task by expressing their ability to read and understand a complex grade-level text? 	
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Practice Cold-Read Task ● Partially completed practice cold-read task answer sheet 	Possible Supports During the Lesson:



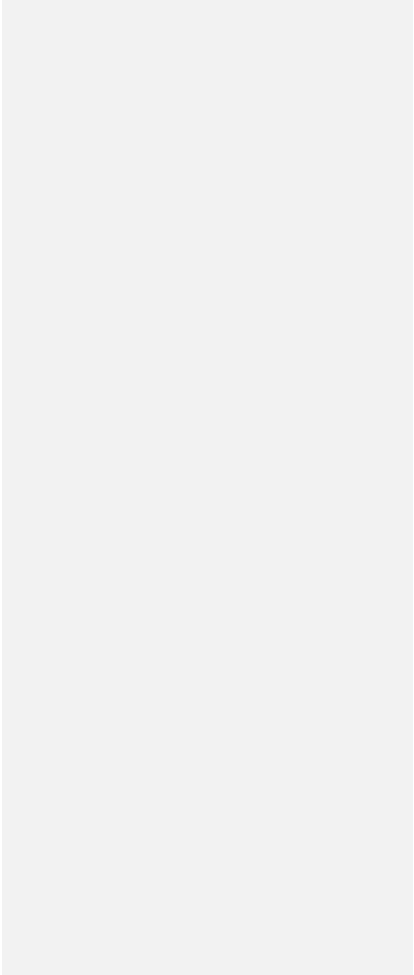
Section Overview		
Section Number	5	Modified Section Overview
Description	<i>The Lion, the Witch, and the Wardrobe</i>	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>
Assessment	<p>What lesson does Edmund learn in this chapter? Describe a time in this chapter when Edmund shows a good trait, instead of a bad trait.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of the motivations of Edmund as both a good and bad character. Students demonstrate an understanding that characters develop more than one character trait.</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely 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 describe Edmund’s point of view? • How well does the student understand characters have more than one character trait? <p>Writing/ELA Skill Look Fors:</p>	<p>What lesson does Edmund learn in this chapter? Describe a time in this chapter when Edmund shows a good trait, instead of a bad trait.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Edmund as both a good and bad character by identifying his motivations as shown by his actions, dialogue, or interactions with other characters in selected events. Students demonstrate an understanding that characters develop more than one character trait.</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely and use conventions to produce clear writing. Students will use basic conventions including capitals, end punctuation, subject/verb agreement, and simple and compound</p>



	<ul style="list-style-type: none"> • How well does the student write a response describing a time when Edmund displayed a good trait? • How well does the student identify the change in the way the White Witch treats Edmund? 	<p>complete sentences 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 describe Edmund's point of view as shown by his actions, interactions, dialogue, and motivations • How well does the student understand characters can have more than one character trait (e.g., jealous, empathetic)? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student write a response describing a time when Edmund displayed a good trait? • Can the student identify differences in the way the White Witch treats Edmund?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Foundational Skills • Use related supports from the Supports Flow Chart. • Support for Reading Fluency <p>○ Fluency Task</p>	<p>During the Section:</p> <ul style="list-style-type: none"> ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary ■ Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> • <u>Louisiana Connectors</u> • Essential ElementsCards - <u>Grades 3-5 Literature</u> • Student Response Modes - <u>ELA</u> • IEP Goals • Assistive Technology • Additional Supports for Diverse Learners specific for Section 05 of Grade 05 <i>The Lion, the Witch, and the Wardrobe</i>

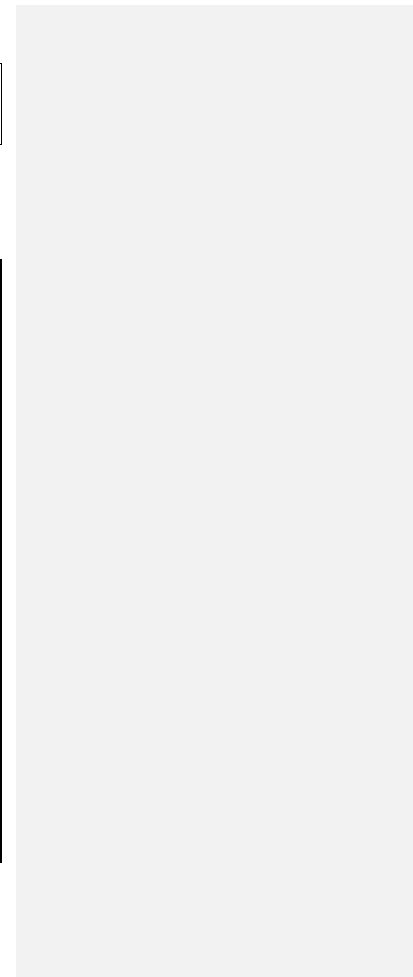


	<ul style="list-style-type: none"> ■ “Take Me Out to the Ball Game” by Jack Norworth ● Support for Knowledge Demands ● Students need to understand the difference between providing textual evidence in paraphrased form or as a direct quotation. During this section, students are asked to determine if characters are good or evil. Have students give examples of what is considered good and what is considered evil characteristics. As students discuss the White Witch, Aslan, and the children, help them find qualities that identify them as being good or evil. ● ○ Let’s Set the Context video <p>Historical Setting of the Novel, "The Lion, The Witch, and The Wardrobe"</p>	<p>included in the appendix.</p> <ul style="list-style-type: none"> ■ dreadful ■ prophecy ■ vanished ■ betrayed ■ decoy ■ ventured ■ gloating ■ jeering ■ satyrs ■ solemn ■ repulsive <p>■ Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix.</p> <p>○ Support for Meaning</p> <p>With Lesson 20, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.</p>	<ul style="list-style-type: none"> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Word lists (e.g., passage- or text-specific words and high frequency words, conjunctions, linking words, descriptive words (adjectives)) ● Writing rubric/criteria for development and evaluation of a response
--	---	---	--

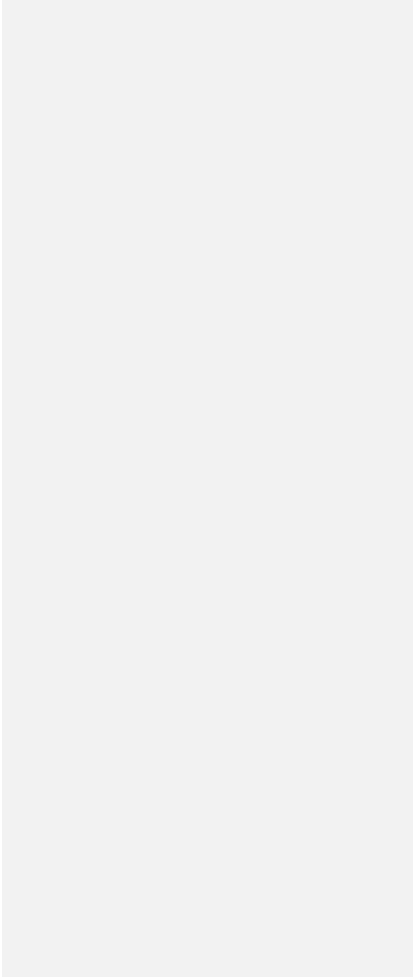


The [Supports Flow Chart](#) includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing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

Lesson Overview		
Lesson Number	Lesson 19: Finding and using text evidence	Modified Lesson Overview
Description	In this lesson, students begin to quote accurately from the text when explaining what the text says. Students begin to determine the meaning of words and phrases as they are used in a text.	<p>In this lesson, students begin to quote accurately from the text when explaining what the text says. Students begin to determine the meaning of words and phrases as they are used in a text.</p> <ul style="list-style-type: none"> ● LC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly. ● LC.RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
Let's Express Our Understanding	Students respond, in their reading log, to the following prompt using their notes and the text evidence chart: Write a 1-paragraph, Who is Aslan, and why has he come to Narnia? Include at least 1 direct quotation, include at least 1 paraphrase of a prophecy.	Students respond to the following prompt using the text: Who is Aslan, and why has he come to Narnia? Identify at least 1 direct quotation and at least 1 paraphrase of prophecy.

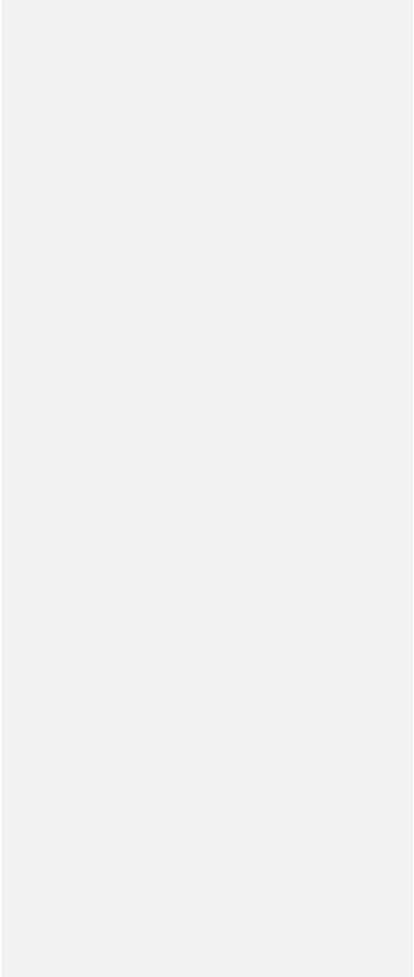


Lesson Look-Fors	<ul style="list-style-type: none"> • Can students write a 1-2 sentence summary about each prophecy? • Can students write a paragraph about Aslan and why he has come to Narnia? 	<ul style="list-style-type: none"> • Can students answer questions about Aslan using text evidence? • Can students quote accurately from a text to explain what the text says explicitly? • Can students determine the meaning of general academic and domain specific words to paraphrase Aslan's prophecy? 	
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Text evidence chart • Reading log • Accountable talk • Summarizing • Teacher talk moves • Paraphrase • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Student-friendly definitions • Choral Reading/Echo Reading • Paired reading • Partner reading • Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts

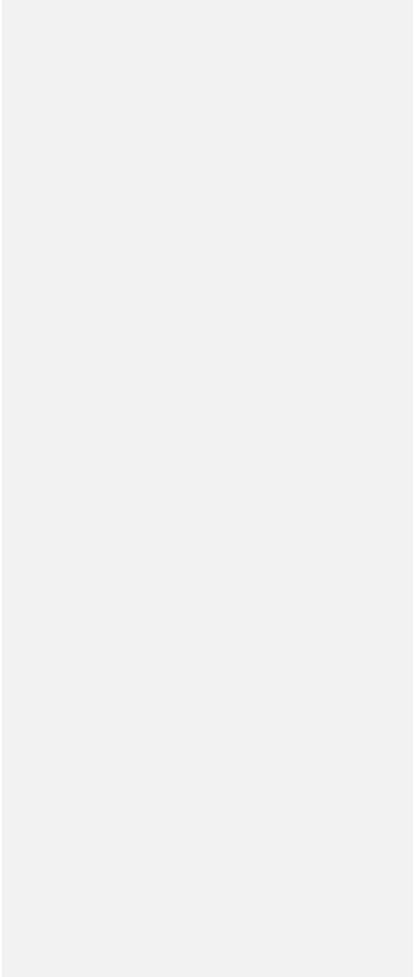


			<ul style="list-style-type: none"> ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details
--	--	--	---

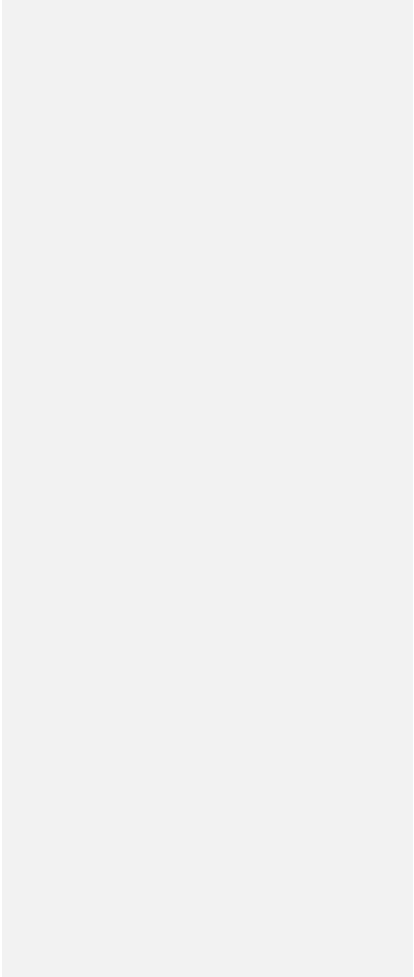
Lesson Overview		
Lesson Number	Lesson 20: Examining a character's motivations	Modified Lesson Overview



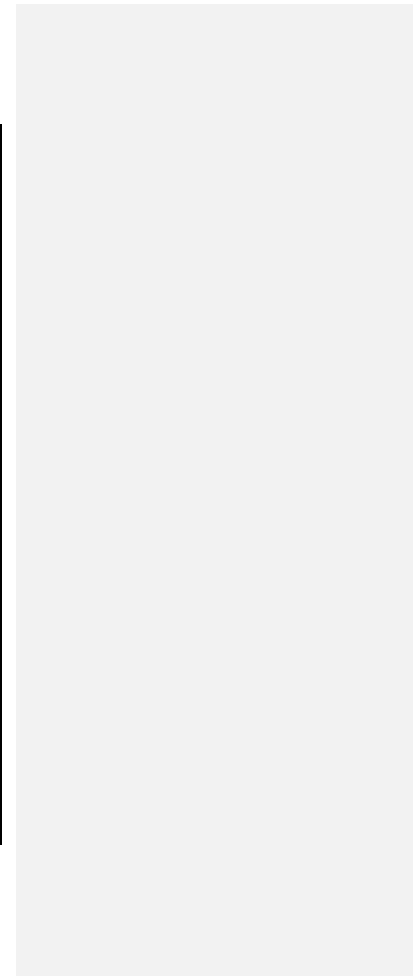
Description	In this lesson, students begin to quote textual evidence to answer questions about Edmund's motivations.	<p>In this lesson, students begin to quote textual evidence to answer questions about Edmund's motivations.</p> <ul style="list-style-type: none"> • LC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly.
Let's Express Our Understanding	Students write a 1-paragraph answer to the following prompt in their reading log: If Edmund knows the White Witch is "bad and cruel," why is he continuing to be on her side? Use 1 quotations from your Text Evidence Chart in your answer.	Students answer the following prompt in their reading log: If Edmund knows the White Witch is "bad and cruel," why is he continuing to be on her side?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify which character's thoughts and feelings the narrator is describing? • Can students quote specific text evidence? 	<ul style="list-style-type: none"> • Can students identify which character's thoughts and feelings the narrator is describing? • Can students quote specific text evidence?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis



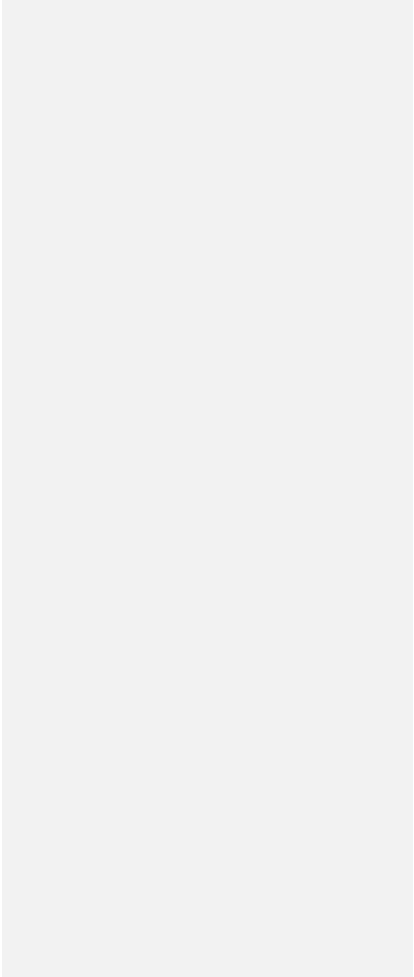
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Text Evidence Chart Handout ● Reading log ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Choral Reading/Echo Reading ● Student-friendly definitions ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.1a): <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
------------------	---	---	---



Lesson Overview		
Lesson Number	Lesson 21: How is theme developed?	Modified Lesson Overview
Description	In this lesson, students begin to determine a theme of the text, including how characters in the text respond to challenges. Students begin to explain how a series of chapters fit together to provide the overall structure of the text.	<p>In this lesson, students begin to determine a theme of the text, including how characters in the text respond to challenges. Students begin to explain how a series of chapters fit together to provide the overall structure of the text.</p> <ul style="list-style-type: none"> • LC.RL.5.2 Summarize a portion of text such as a paragraph or a chapter. • LC.RL.5.5b Explain how a series of chapters fits together to provide the overall structure of a particular text.
Let's Express Our Understanding	In your reading log, write a paragraph that answers both of these questions: What is the struggle between the two groups of characters really about? How do the gifts that Father Christmas gave to Peter, Susan, and Lucy hint at what is likely to come?	Create a permanent product that answers both of these questions: What is the struggle between the two groups of characters really about? How do the gifts that Father Christmas gave to Peter, Susan, and Lucy hint at what is likely to come?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students determine the conflict between the "good vs. evil" characters in the novel? • Can students identify the developing theme of the story? 	<ul style="list-style-type: none"> • Can students identify the difference between chapters and whose point of view is being told?

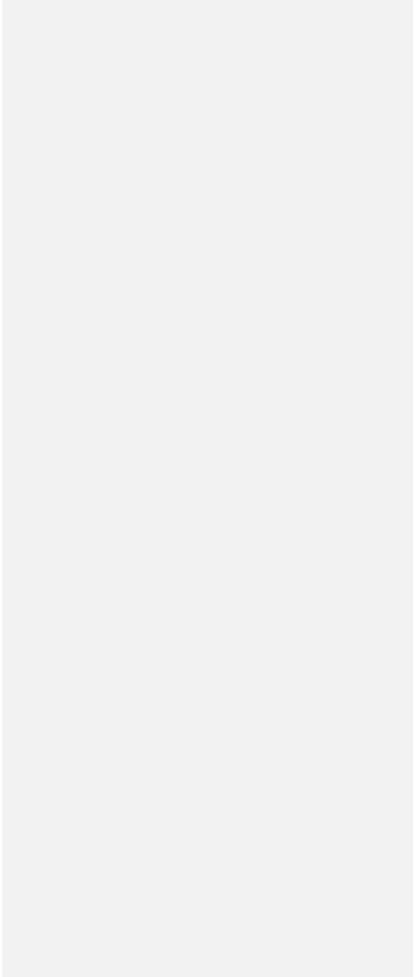


			<ul style="list-style-type: none"> • Can students determine the conflict between the “good vs. evil” characters in the novel? • Can students identify the developing theme of the story?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>		<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • T-Chart handout • Reading log • Accountable talk • Teacher talk moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Choral Reading/Echo Reading • Student-friendly definitions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2): <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

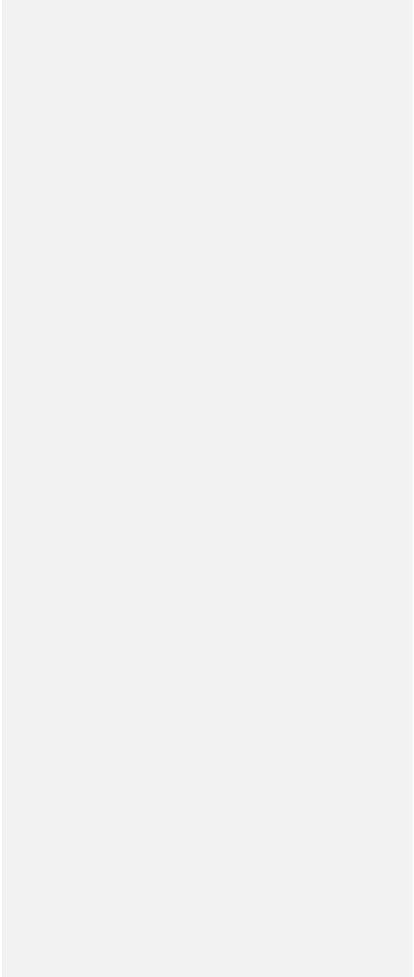


			<ul style="list-style-type: none"> ○ Simpler or shorter text of the same story with the same key events or details
--	--	--	---

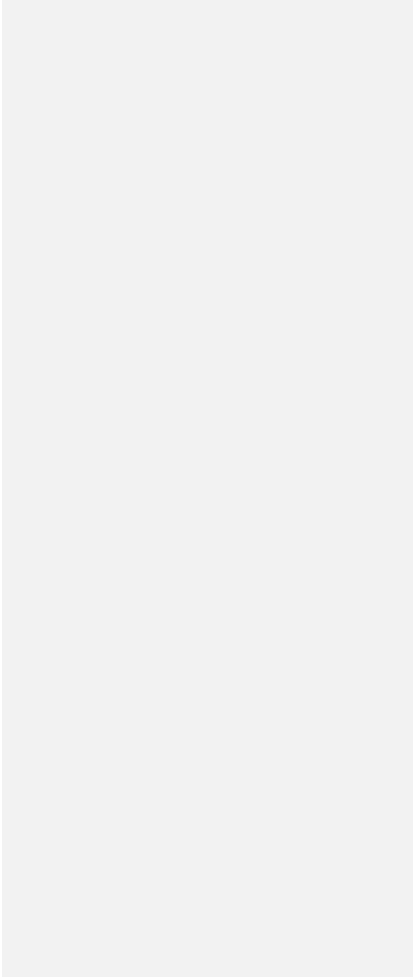
Lesson Overview		
Lesson Number	Lesson 22: How do characters change?	Modified Lesson Overview
Description	In this lesson, students begin to determine the meaning of words and phrases as they are used in a text. Students describe how characters change and learn.	In this lesson, students begin to determine the meaning of words and phrases as they are used in a text. Students describe how characters change and learn.



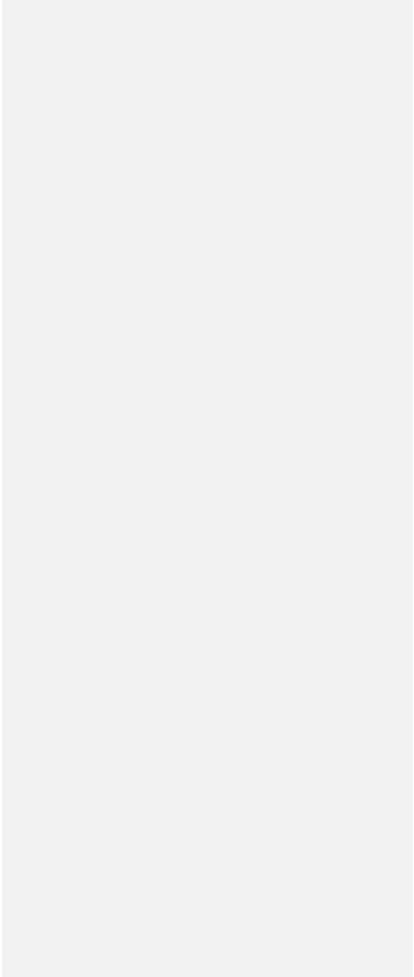
		<ul style="list-style-type: none"> LC.RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
Let's Express Our Understanding	Students respond to the following prompt in their reading log: What lesson does Edmund learn in this chapter? Describe a time in this chapter when Edmund shows a good trait, instead of a bad trait.	Students respond to the following questions: What lesson does Edmund learn in this chapter? Describe a time in this chapter when Edmund shows a good trait, instead of a bad trait.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students use context clues to determine why the White Witch is angry? Can students discuss why the White Witch's attitude changes toward Edmund? 	<ul style="list-style-type: none"> Can students use context clues to determine why the White Witch is angry? Can students explain why the White Witch's attitude changes toward Edmund?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading log Accountable talk Teacher talk moves Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> Student-friendly definitions <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> Permanent Product/Writing template Permanent Product/Writing rubric Adapting Lesson Plans Student Response Modes Summary graphic organizer Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts



			<ul style="list-style-type: none">• <u>Essential Elements Cards — Grades 3-5 Literature</u> (LC.RL.5.3a):<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
--	--	--	---



Section Overview		
Section Number	6	Modified Section Overview
Description	The Lion, the Witch, and the Wardrobe	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>
Assessment	<p>Students respond to the following prompt in their reading logs: A theme of “Alice’s Evidence “ is: Stand up for what you believe to be right. Identify and write three details or pieces of evidence from the text to support the theme.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Alice’s character traits and the challenges she faces influences how events are described.</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely 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 identify how the themes of “Alice’s Evidence” build on each other? • How well does the student compare and contrast “The Lion, the Witch, and the Wardrobe” with “Alice’s Evidence”? 	<p>Students respond to the following prompt: A theme of “Alice’s Evidence” is: Stand up for what you believe to be right. Identify and write three details or pieces of evidence from the text to support the theme.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of how Alice’s character traits and her actions and dialogue in response to challenges she experiences affect how events are described.</p> <p>Students also demonstrate their ability to use transitions, evidence sentence starters, and comparison linking words to convey the experience of the characters and events precisely and use conventions to produce clear writing. Students will use basic conventions including capitals, end punctuation, subject/verb agreement, and simple and complete sentences to produce clear writing. This prepares students to write a multi-paragraph narrative.</p> <p>Reading/Knowledge Look Fors:</p>

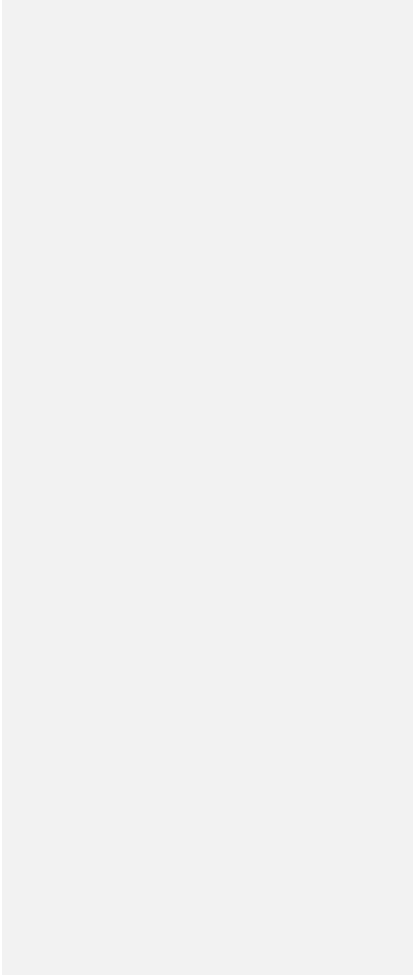


	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student write 1-2 paragraphs explaining one of the themes? • How well does the student quote accurately to explain the theme using events in the text? 		<ul style="list-style-type: none"> • How well does the student determine a theme of “Alice’s Evidence”? • How well does the student compare and contrast “The Lion, the Witch, and the Wardrobe” with “Alice’s Evidence.” Can the student compare and contrast two or more characters, settings, or events in the stories? • How well does the student compare and contrast the characters, settings, or events in the “The Lion, the Witch, and the Wardrobe” with “Alice’s Evidence.”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student write a paragraph to explain one of the themes? • How well does the student quote accurately from the text to support the theme using events in the text?
Section Length	7 lessons		5 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Foundational Skills • Use related supports from the Supports Flow Chart. • Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task ○ “Jabberwocky” 	<p>During the Section:</p> <ul style="list-style-type: none"> • Support for Language • Protocol for Explicitly Teaching Vocabulary • Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary included in the appendix. 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Original and adapted versions of <i>Alice’s Evidence</i> • Louisiana Connectors • Essential ElementsCards - Grades 3-5 Literature • Student Response Modes - ELA • IEP Goals • Assistive Technology

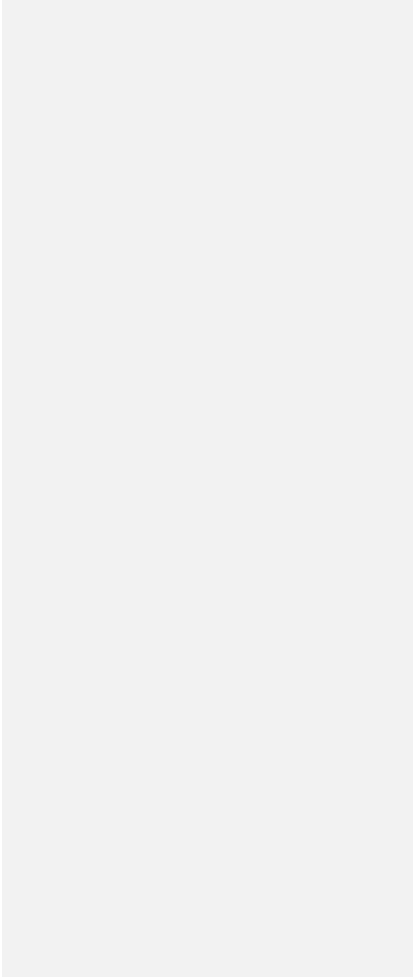
Commented [2]: The related LC is: LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Typically, a text will have a universal theme. However, it is possible that a longer text (with multiple chapters, for example) may have multiple themes. Note that although the LC does indicate “theme”, not “themes”, chapters within a text may have different themes, and therefore over the course of a text, the theme may change. It could be that the student would identify multiple themes in a text.

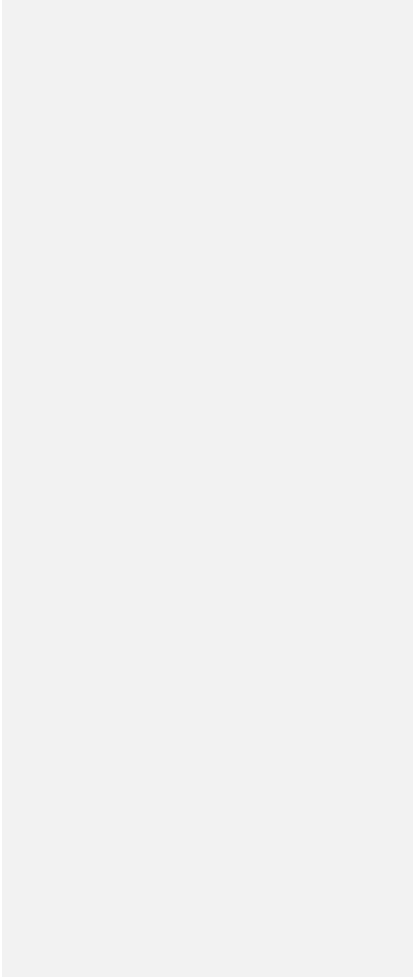
	<ul style="list-style-type: none"> ○ ■ Engage students with the fluency task in the appendix. ○ Use related supports from the Supports Flow Chart ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context video <p>Historical Setting of the Novel, "The Lion, The Witch, and The Wardrobe"</p>	<ul style="list-style-type: none"> ○ Treachery ○ Renounced ○ Encamp ○ Dismay ○ Brutes ○ Muzzle ○ Despair ○ Ransaking ○ Centaurs ○ Alliance ○ Justice ○ Noble <ul style="list-style-type: none"> ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. ● Support for Meaning <p>With Lesson 23, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.</p>	<ul style="list-style-type: none"> ● Additional Supports for Diverse Learners specific for Section 06 of Grade 05 <i>The Lion, the Witch, and the Wardrobe</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Words lists (e.g., passage- or text-specific words and high frequency words, conjunctions, linking words,descriptive words (adjectives)) ● Writing rubric/criteria for development and evaluation of a response
<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>			



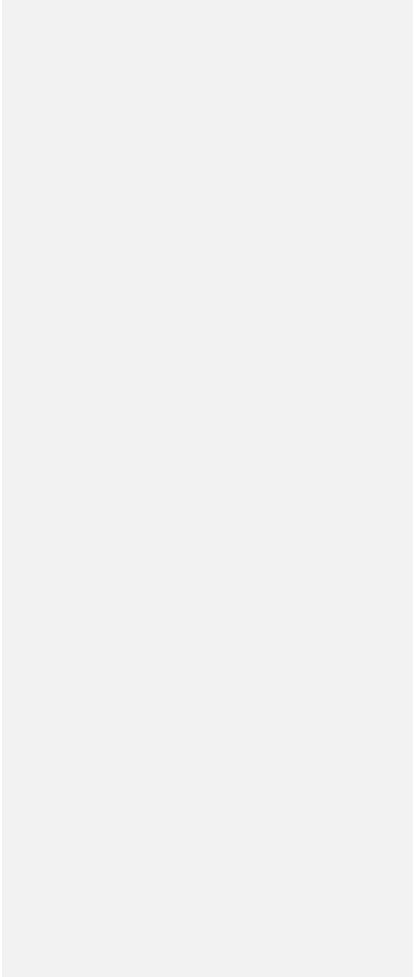
Lesson Overview		
Lesson Number	Lesson 23: Good vs. Evil	Modified Lesson Overview
Description	In this lesson, students participate in a collaborative discussion about the conflict between good and evil.	In this lesson, students participate in a collaborative discussion about the conflict between good and evil. <ul style="list-style-type: none"> • LC.SL.5.1a Make appropriate comments that contribute to a collaborative discussion. • LC.SL.5.1b Review the key ideas expressed within a collaborative discussion.
Let's Express Our Understanding	Good triumphs over evil. Students Record 2-3 pieces of evidence in this chapter to support this statement.	Good triumphs over evil. Students Record 2-3 pieces of evidence in this chapter to support this statement.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students analyze the relationship between Edmund and his siblings? • Can students write 1-2 paragraphs that support the theme "Good triumphs over evil" using evidence from the text? 	<ul style="list-style-type: none"> • Can students analyse the relationship between Edmund and his siblings? • Can students support the theme "good triumphs over evil" using evidence from the text in a collaborative discussion?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis



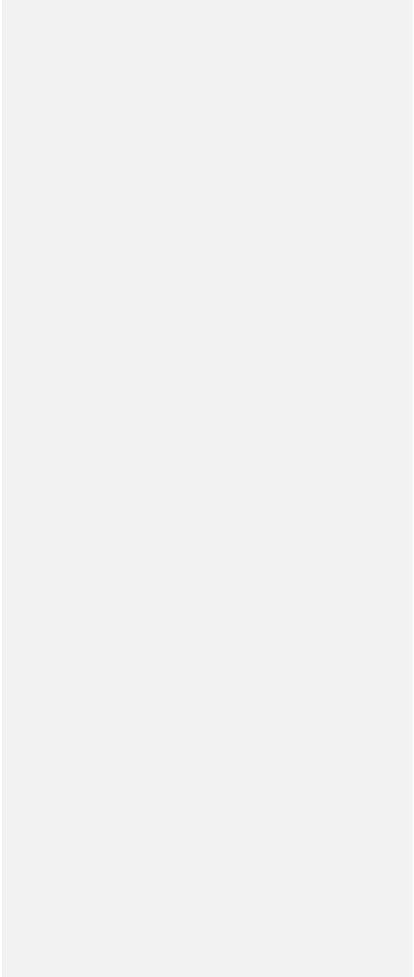
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of The Lion, the Witch, and the Wardrobe ● Choral Reading/Echo Reading ● Student-friendly definitions ● Paired reading ● Partner reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of The Lion, the Witch, and the Wardrobe ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 The Lion, the Witch, and the Wardrobe ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3a): <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
-----------	--	--	---



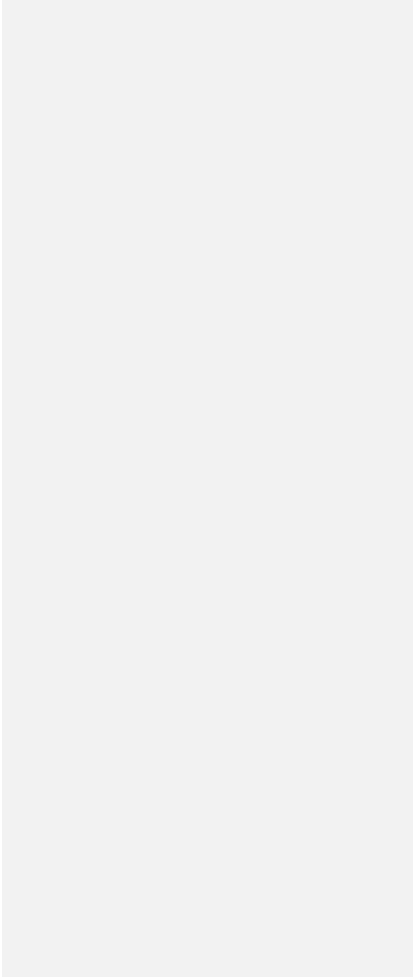
Lesson Number	Lesson 24: Uncover a theme by analyzing character interactions	Modified Lesson Overview
Description	In this lesson, students begin to determine how a character's point of view influences how events are described. Students determine a theme of the text by analyzing the text.	In this lesson, students begin to determine how a character's point of view influences how events are described. Students determine a theme of the text by analyzing the text. <ul style="list-style-type: none"> LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
Let's Express Our Understanding	Students respond to the following questions in their reading log: What idea repeats throughout the chapter? What is a developing theme of this story, and what evidence do you have from the text to support your idea?	Students respond to the following questions: What idea repeats throughout the chapter? What is a developing theme of this story, and what evidence do you have from the text to support your idea?
Lesson Look-Fors	<ul style="list-style-type: none"> Can students make a prediction about Edmund and his siblings? Can students explain the developing theme of the text? 	<ul style="list-style-type: none"> Can students identify recurring challenges and responses? Can students make a prediction about Edmund and his siblings? Can students explain the theme of the text?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, The Witch, and The Wardrobe</i> by C.S. Lewis



<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Character treatment T-Chart handout ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Paired reading ● Partner reading ● Student-friendly definitions ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2): <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
------------------	---	---	--

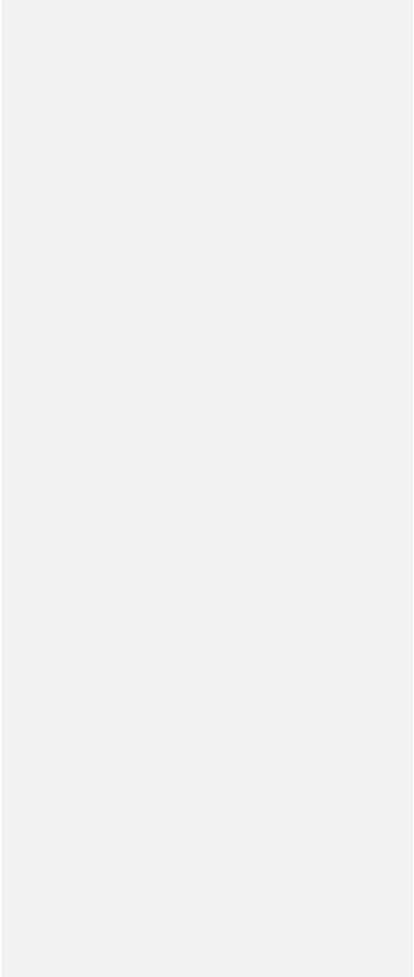


Lesson Overview		
Lesson Number	Lesson 25: Exploring multiple themes in a text	Lesson is Optional
Description	In this lesson, students begin to analyze Aslan's response to being mistreated by the White Witch. Students begin to determine themes by how characters respond to challenges.	
Let's Express Our Understanding	<p>Students select a possible theme from the list below. Identify and write three details, or pieces of evidence from the text, to support the possible theme.</p> <ul style="list-style-type: none"> • Staying courageous through a series of challenges. • Learning from mistakes in order to become a better person. • Sacrificing yourself for the well-being of others. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students describe the laws of Narnia using details and quotations from the text? • Can students identify details and evidence to support the possible theme? 	
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	

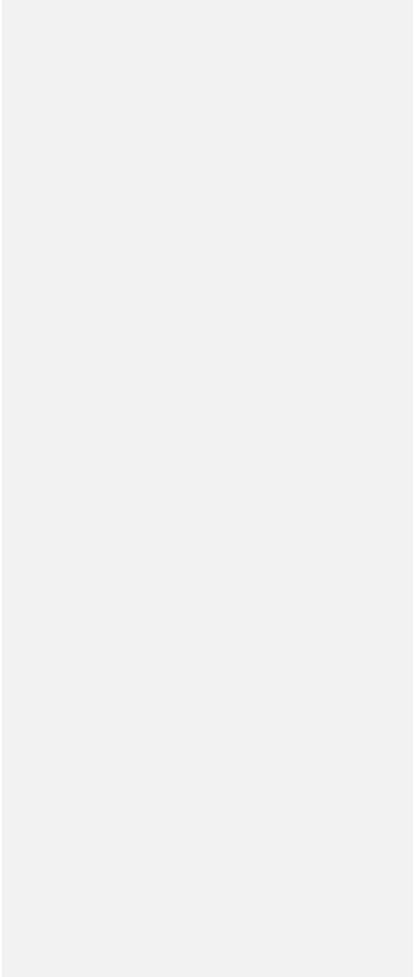


Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Text evidence chart • Reading log • Accountable talk • Teacher talk moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Student-friendly definitions
-----------	---	---

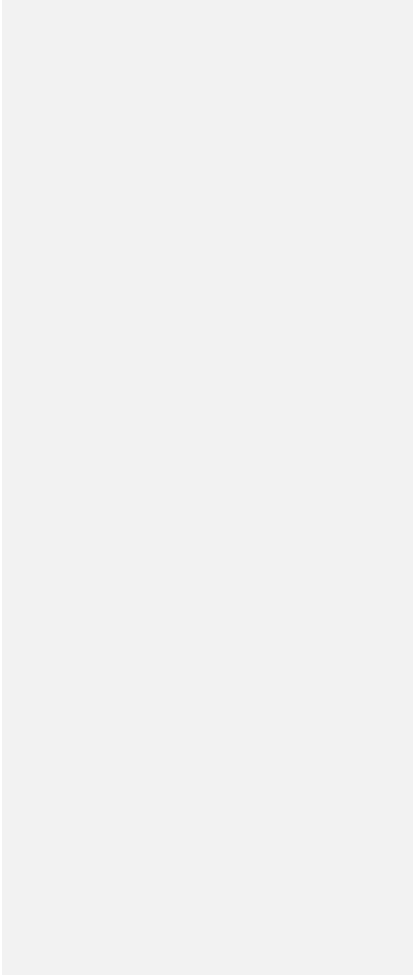
Lesson Overview		
Lesson Number	Lesson 26: Reading and analyzing the challenges that Alice faces	Modified Lesson Overview
Description	In this lesson, students begin to work collaboratively to analyze how Alice responds to challenges.	<p>In this lesson, students work collaboratively to analyze how Alice responds to challenges.</p> <ul style="list-style-type: none"> • LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a



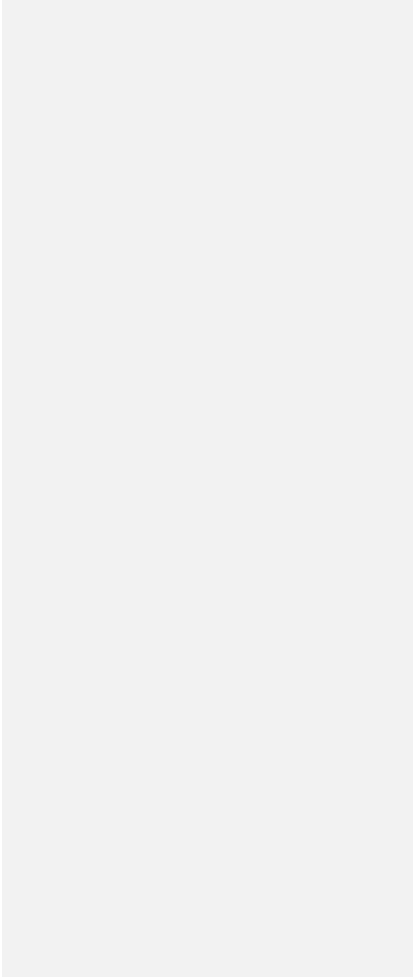
		<p>story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <ul style="list-style-type: none"> • LC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Let's Express Our Understanding	Students respond to the following prompt in their reading logs: A theme of "Alice's Evidence" is: Stand up for what you believe to be right. Identify and write three details or pieces of evidence from the text to support the theme.	Students identify three pieces of evidence that support the theme of Alice's evidence being "Stand up for what you believe to be right."
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify how the themes of "Alice's Evidence" build on each other? • Can students compare and contrast "The Lion, the Witch, and the Wardrobe" with "Alice's Evidence"? 	<ul style="list-style-type: none"> • Can students identify and support the theme of Alice's Evidence? • Can students compare and contrast "The Lion, the Witch, and the Wardrobe" with "Alice's Evidence"?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i> "Chapter XII: Alice's Evidence" by Lewis Carroll	<i>The Lion, the Witch, and the Wardrobe</i> "Chapter XII: Alice's Evidence" by Lewis Carroll



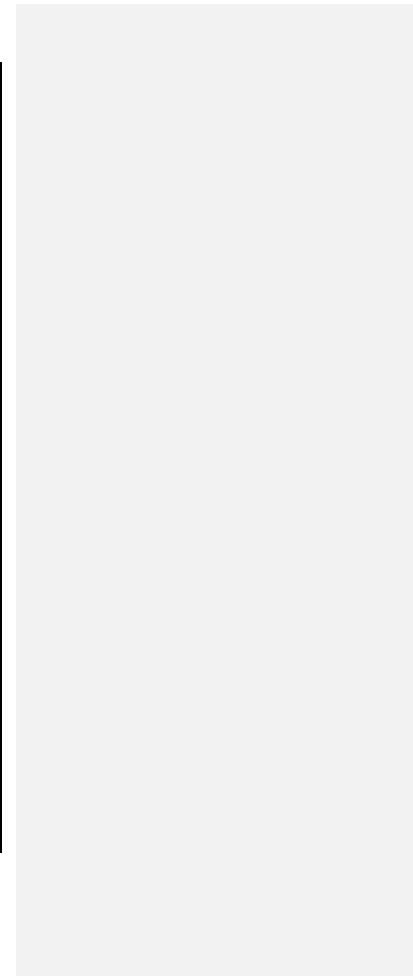
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● “Alice’s Evidence” ● Theme Chart ● Reading log ● Accountable talk ● Highlighters ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Choral Reading/Echo Reading ● Paired reading ● Partner reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.2c) <ul style="list-style-type: none"> ○ 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
-----------	---	---	--



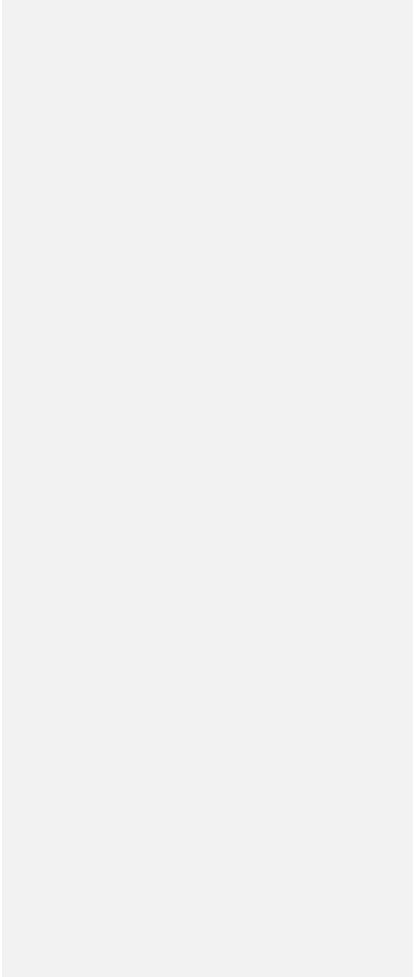
Lesson Overview		
Lesson Number	Lesson 27: Comparing two texts on approach to similar themes and topics	Modified Lesson Overview
Description	In this lesson, students begin to compare and contrast to different texts to determine a similar theme. Students begin to write a multiparagraph essay explaining theme.	In this lesson, students begin to compare and contrast to different texts to determine a similar theme. <ul style="list-style-type: none"> LC.RL.5.3b Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Let's Express Our Understanding	Students select one of the themes from the theme chart and respond to the following prompt in their reading log: Write 1-2 paragraphs explaining how the theme you selected is supported by events in the texts.	Students select one of the themes from the theme chart and create a permanent product that explains how the theme you selected is supported by events in the texts.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students compare and contrast <i>The Lion, the Witch, and the Wardrobe</i> and "Alice's Evidence"? Can students write 1-2 paragraphs about the theme of the texts? 	<ul style="list-style-type: none"> Can students compare and contrast <i>The Lion, the Witch, and the Wardrobe</i> and "Alice's Evidence"? Can students identify an event from each story that supports the theme?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i> "Chapter XII: Alice's Evidence"	<i>The Lion, the Witch, and the Wardrobe</i> "Chapter XII: Alice's Evidence"



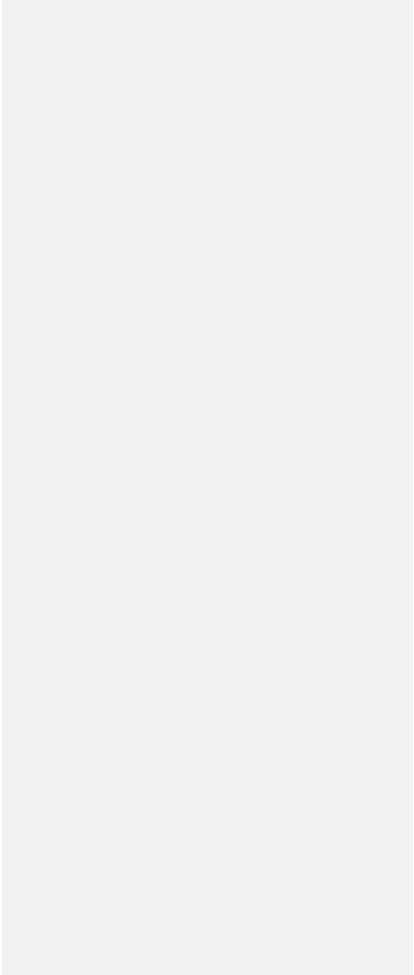
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Theme chart handout • Reading log • Accountable talk • Conversation stems • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> • Shared writing • Student examples of mentor texts • ELA Guidebook Grammar Guide • WriteAlong • Transitions • Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/Writing template • Permanent Product/Writing rubric • Adapting Lesson Plans • Student Response Modes • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3b): <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
-----------	---	---	---



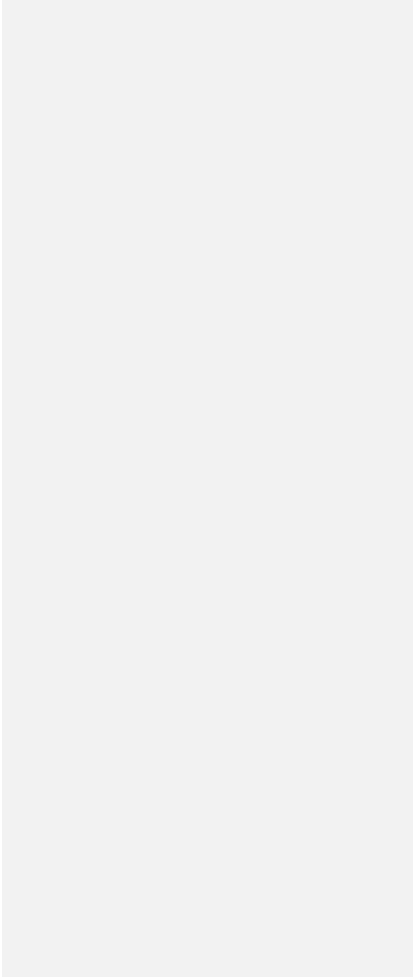
Lesson Overview		
Lesson Number	Lesson 28: Looking for meaning in context clues and sensory details	Modified Lesson Overview
Description	In this lesson, students begin to determine the meaning of words by using context clues. Students begin to examine sensory details used in the text.	In this lesson, students begin to determine the meaning of words by using context clues. Students begin to examine sensory details used in the text. <ul style="list-style-type: none"> • LC.RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
Let's Express Our Understanding	Students respond to the following prompt in their reading log: Which of your senses do you use when you read the sentence you selected? How did the author's use of sensory details in your sentence affect your enjoyment as a reader?	Students choose various sentences from the text and identify which of the senses it describes.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students determine the meaning of unknown words using context clues? • Can students understand how the narrator uses sensory details to help the reader's experience? 	<ul style="list-style-type: none"> • Can students determine the sense described in the text? • Can students determine the meaning of unknown words using context clues?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, the Witch, and the Wardrobe</i>



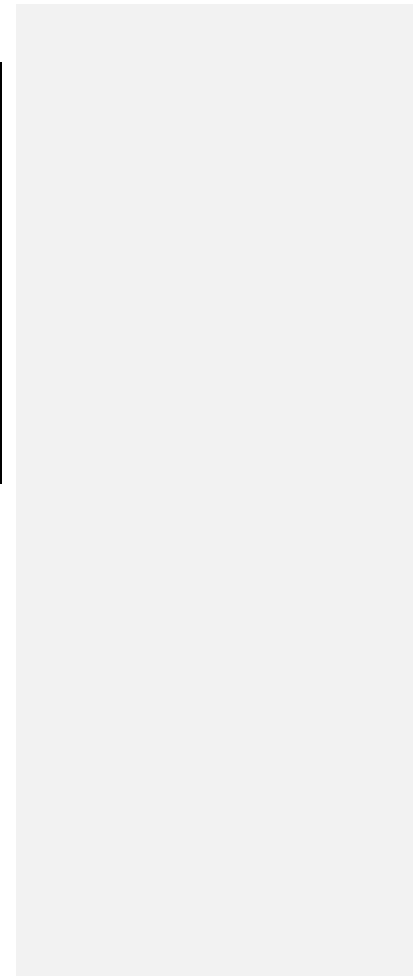
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Accountable talk ● Teacher talk moves ● Conversation stems ● paraphrase 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Lion, the Witch, and the Wardrobe</i> ● Student-friendly definitions ● Choral Reading/Echo Reading ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/Writing template ● Permanent Product/Writing rubric ● Adapting Lesson Plans ● Student Response Modes ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards — Grades 3-5 Literature (LC.RL.5.3a): <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
------------------	--	--	---



Lesson Overview		
Lesson Number	Lesson 29: A Final examination of theme	Lesson is Optional
Description	In this lesson, students re-determine the themes of the novel and clarify different levels of formality in language.	
Let's Express Our Understanding	Students respond to the following prompt in their reading log: At the end of the novel, the Professor gives the children some advice. What is it? Why do you think he gave it to them?	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify how Edmund changes and how it relates to the theme? • Can students notice how the speech of the characters change based on different factors? 	
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	



Materials	Lesson Materials: <ul style="list-style-type: none">• Reading log• Accountable talk• Teacher talk moves• Conversation stems	Possible Supports During the Lesson: <ul style="list-style-type: none">• Audio recording of <i>The Lion, the Witch, and the Wardrobe</i>• Paired reading• Partner reading• Student-friendly definitions• Choral Reading/Echo Reading• Shared writing• Student examples• Mentor texts
-----------	--	---



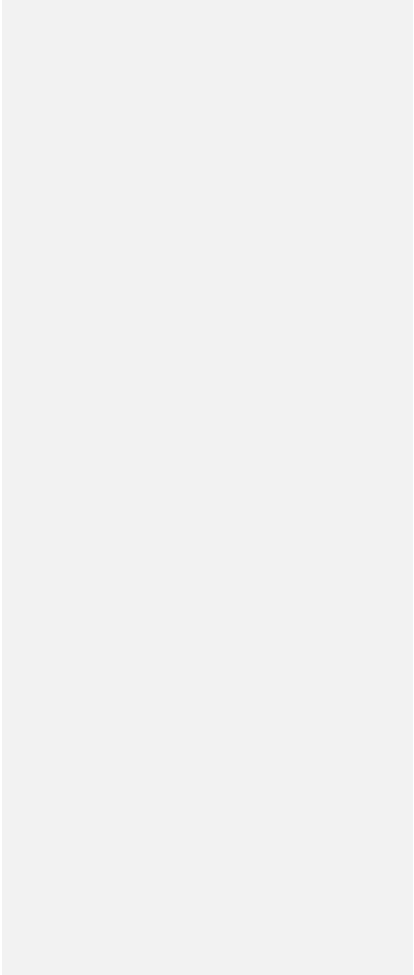
Section Overview

Section Number	7	Modified Section Overview
----------------	---	----------------------------------

Description	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>	Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i>
-------------	--	--

Assessment	Consider how the narrator’s point of view influences how events are described in <i>The Lion, the Witch, and the Wardrobe</i> . How would descriptions change if told from a different point of view? Choose one of the scenes below, and rewrite it from the first person point of view of the identified character.	Create a permanent product to tell the story of a scene from <i>The Lion, the Witch, and the Wardrobe</i> from a different point of view. In order to do this, students will:
------------	---	---

	Scene	Point of View and Theme	
	<p>Chapter 9: Edmund goes to the white witch. Begin your story with “It was pretty bad when he reached the far side...” End your narrative with “Edmund began to be afraid of the House.”</p>	<p>Rewrite the scene from Edmund’s point of view and describe his journey to the White Witch’s home.</p>	<ul style="list-style-type: none"> ● Reread a specific scene from a chapter in the novel. As you read, consider how the description of events might change if told from the point of view of another character of the student’s choosing (e.g. Edmund, the White Witch, Aslan). ● Name the important events of the scene, being sure to include the main events, key character interactions, and important conversations. ● Match key events with how you believe the character would feel. ● Using the identified events and feelings, as well as a <u>Writing Template</u>, highlight what you will include in your permanent product. ● Begin your story with a prompt listed in the original Unit Overview (e.g. “It was pretty bad...”, “Now they were steadily racing...”, “At last the rabble had had enough...” ● End your narrative with a prompt from the original Unit Overview. ● Fully revise the scene from your character’s point of view. <p>Your permanent product should retell this part of the story from another character’s point of view while keeping the major events and details the same as the original. Be sure that the revised scene maintains the themes of the novel. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>
	<p>Chapter 11: Aslan is near. Begin your story with “Now they were steadily racing along again.” End your narrative at the end of the chapter.</p>	<p>Rewrite the scene from the White Witch’s point of view and describe her thoughts and feelings as she realizes that the spell is breaking and Winter is coming to an end.</p>	
	<p>Chapter 14: Aslan sacrifices himself for Edmund. Begin your story with “At last</p>	<p>Rewrite the scene from Aslan’s point of view and describe his thoughts and feelings as he is</p>	



the rabble had had enough of being prepared for sacrifice. this.” End your narrative with “They couldn’t bear to look and covered their eyes.”

To complete this task:

- Select a scene from the chart above and reread the scene. As you read, consider how the description of events might change if told from the point of view of the identified character.
- Summarize the events of the scene, being sure to include the main events, key character interactions, and important conversations.
- Rewrite the scene from the perspective of the new narrator, using the first person point of view. Include thoughts, feelings, and descriptions to develop the new narrator’s point of view.
- Be sure that the rewritten scene maintains the themes of the novel.
- Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Section Length 4 lessons

Additional Supports for Diverse Learners

LC.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

LC.RL.5.6 Explain how the description of characters, setting, or events might change if the person telling the story changed.

4 lessons

Additional Supports for SWSCDs:

- Original and [adapted versions](#) of *The Lion, the Witch, and the Wardrobe*
- Original and [adapted versions](#) of *Alice’s Evidence*
- [Louisiana Connectors](#)
- Essential ElementsCards - [Grades 3-5 Literature](#)
- Student Response Modes - [ELA](#)
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 07 of Grade 05 *The Lion, the Witch, and the Wardrobe*

- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage- or text-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

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

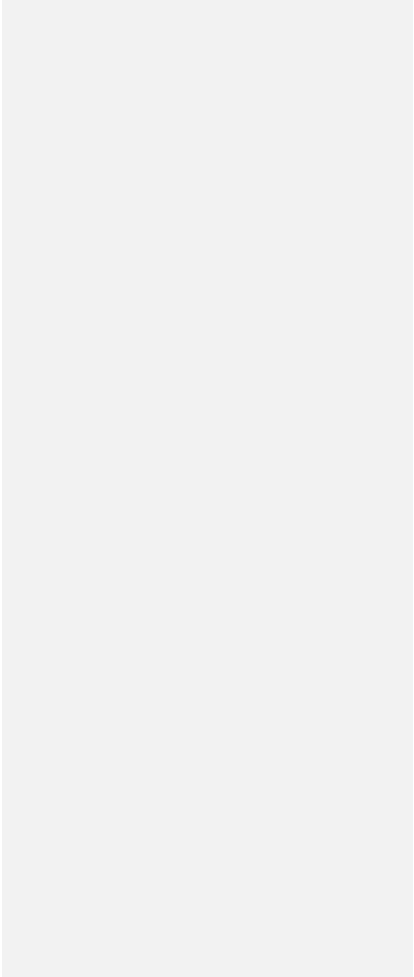
Lesson Overview

Lesson Overview		
Lesson Number	Lesson 30: Examining the Culminating Writing Task and Brainstorming a response	Modified Lesson Overview
Description	In this lesson, students begin to determine how themes are treated at the end of the novel in preparation to write the culminating task. Students engage in a collaborative discussion on how dialect can be affected by social situations.	In this lesson, students review themes at the end of the novel in preparation to write the culminating task. Students develop a plan for the culminating task by brainstorming characters, main events, and dialogue. <ul style="list-style-type: none"> • LC.W.5.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
Let's Express Our Understanding	Students respond to the following prompt: Who and what are the characters, main events, and conversations in my selected scene? How does the new narrator respond to challenges that he faces?	Students identify characters, main ideas, and dialogue in their selected scene. Students describe how the new narrator responds to challenges they face.

Commented [3]: I just wanted to share that I taught this Unit to my class of students with sig. dis earlier this year going lesson by lesson and it was phenomenal!!! They really understood and enjoyed a more complex story. I can't wait for teachers to have access to this and the modified lessons because they will be SO helpful :)

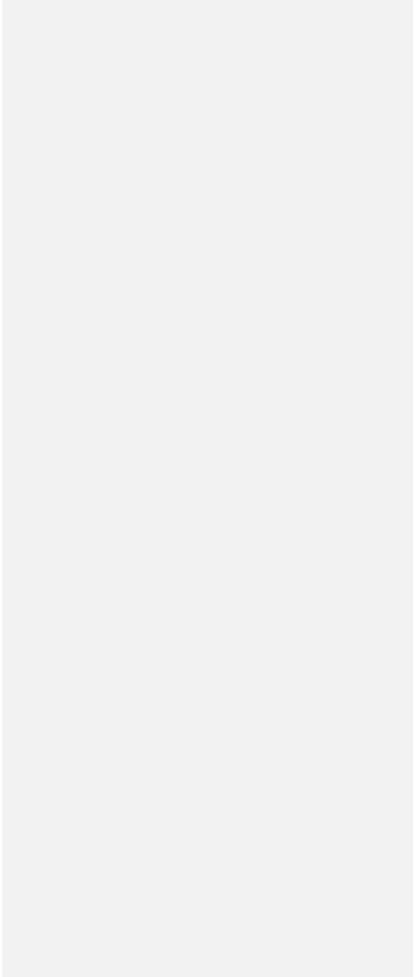
Commented [4]: Oh, I need to hear more about this, please!!! That's magnificent.

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students highlight important information they need in the culminating writing task? • Can students gather information from the text to complete their brainstorming handout? 	<ul style="list-style-type: none"> • Can students highlight important information they need in the culminating writing task? • Can students gather information from the text to complete a brainstorming handout?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The culminating writing task directions • The culminating writing task brainstorming handout • Reading log • Accountable talk stem • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • LEAP 2025 grades 4-5 narrative writing task rubric
<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/<u>Writing template</u> • <u>Permanent Product/ Writing rubric</u> • <u>Adapting Lesson Plans</u> • <u>Student Response Modes</u> • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • <u>Essential Elements Cards — Grades 3-5 Literature</u> (LC.RL.5.3a): <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 		

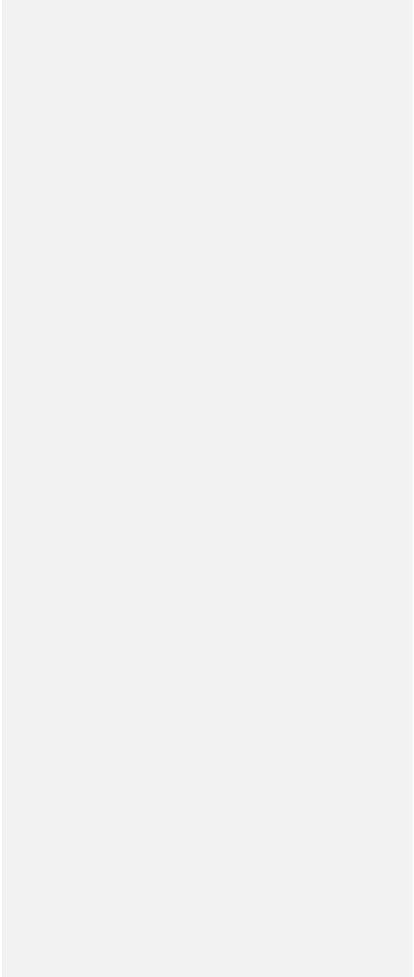


			<ul style="list-style-type: none"> ○ Simpler or shorter text of the same story with the same key events or details
--	--	--	---

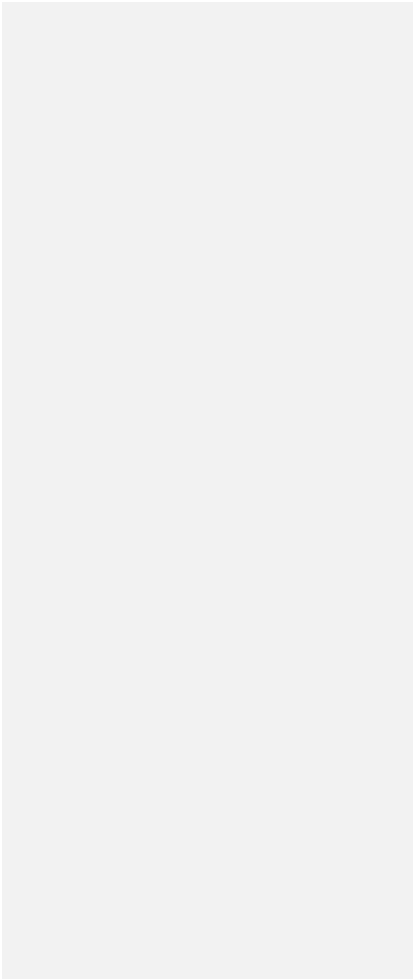
Lesson Overview		
Lesson Number	Lesson 31: Writing a rough draft	Modified Lesson Overview
Description	In this lesson, students begin writing their rough draft in preparation to write the culminating task.	In this lesson, students begin writing their rough draft in preparation to write the culminating task. <ul style="list-style-type: none"> • LC.W.5.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text),



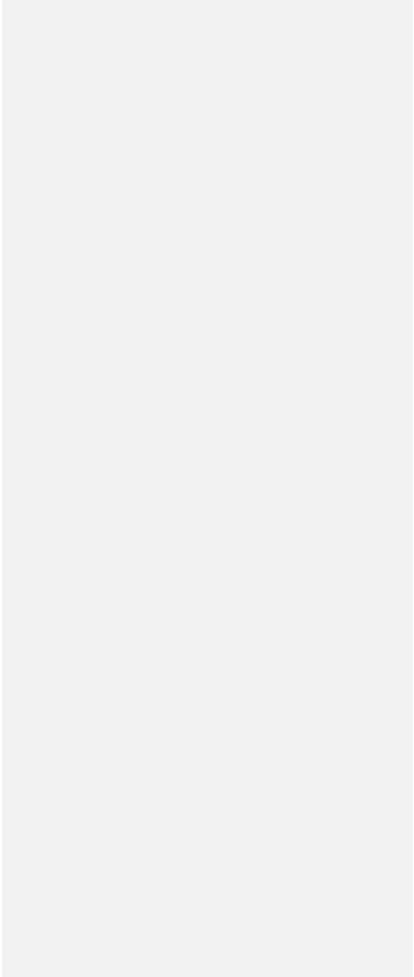
			purpose (e.g., to inform or entertain), and audience (e.g., reader).
Let's Express Our Understanding	Write a rough draft of your narrative story, using your Brainstorming handout and your notes.		Write a rough draft of your narrative story, using your Brainstorming handout and your notes.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students write a rough draft of their narrative story from a different character's point of view? • Can students use narrative techniques to create their rough draft? 		<ul style="list-style-type: none"> • Can students write a rough draft of their narrative story from a different character's point of view?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>		<i>The Lion, the Witch, and the Wardrobe.</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The culminating writing task directions • The culminating writing task brainstorming handout • Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • LEAP 2025 grades 4-5 narrative writing task rubric • Shared writing • Student examples • Mentor texts • ELA Guidebook Grammar Guide • WriteAlong 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> • Permanent Product/<u>Writing template</u> • <u>Permanent Product/Writing rubric</u> • <u>Adapting Lesson Plans</u> • <u>Student Response Modes</u> • Summary graphic organizer • Additional Supports for Diverse Learners - Section 1 of Grade 5 The Lion, the Witch, and the Wardrobe • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • <u>Essential Elements Cards — Grades 3-5 Literature</u> (LC.RL.5.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts



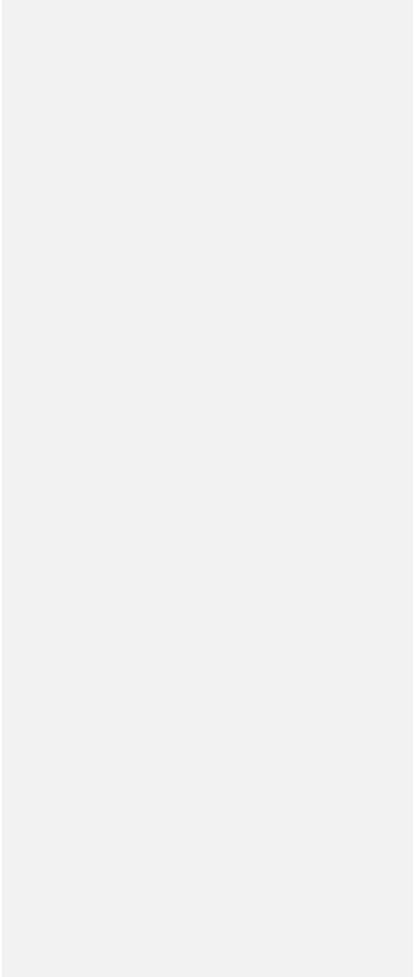
			<ul style="list-style-type: none">○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter text of the same story with the same key events or details
--	--	--	--



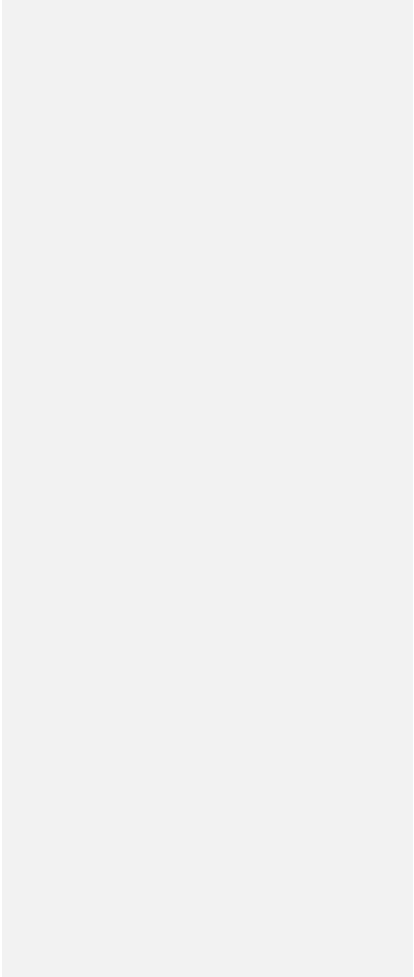
Lesson Number	Lesson 32: Revising our writing	Modified Lesson Overview
Description	In this lesson, students peer review writings using a checklist, and revise their own writing.	In this lesson, students utilize support from peers and adults to revise their writing. <ul style="list-style-type: none"> LC.W.5.5b 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).
Let's Express Our Understanding	Students revise culminating task rough drafts	Students revise culminating task rough drafts.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read narratives aloud to help them notice errors? Can students work in pairs to correct their narratives? 	<ul style="list-style-type: none"> Can students use feedback to revise and strengthen permanent products?
Text(s)	<i>The Lion, the Witch, and the Wardrobe.</i>	<i>The Lion, the Witch, and the Wardrobe.</i>



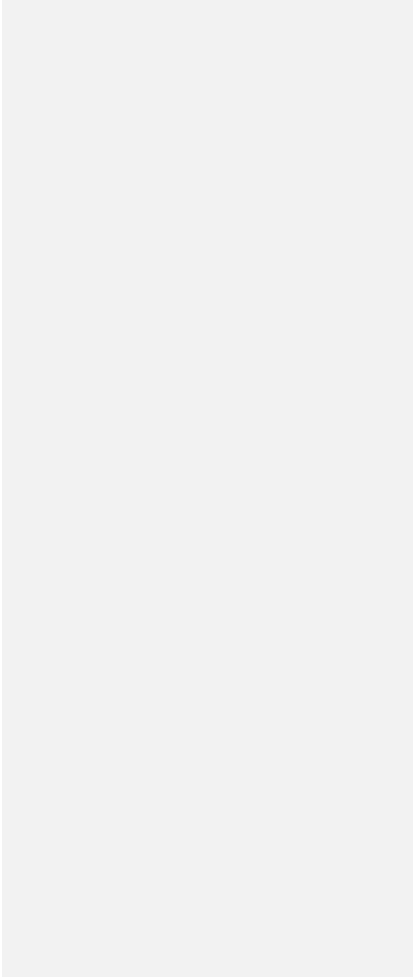
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The culminating writing task checklist handout ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● LEAP 2025 grades 4-5 narrative writing task rubric ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/<u>Writing template</u> ● Permanent Product/<u>Writing rubric</u> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 The Lion, the Witch, and the Wardrobe ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature</u> (LC.RL.5.3a): <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
------------------	---	---	--



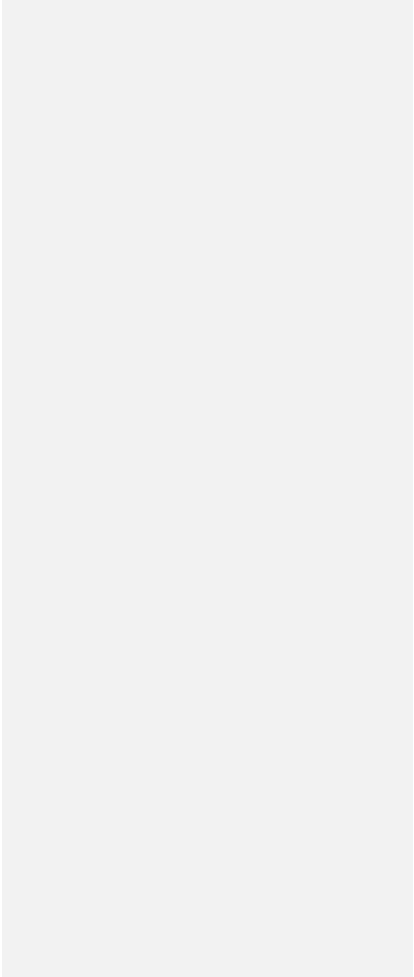
Lesson Overview		
Lesson Number	Lesson 33: Writing a final draft	Modified Lesson Overview
Description	In this lesson students will edit their writing and produce a final draft.	In this lesson, students will edit their writing and produce a final draft. <ul style="list-style-type: none"> ● LC.W.5.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
Let's Express Our Understanding	Students write their final draft. Students make sure to use transition words and phrases, correct grammar and appropriate language.	Students write their final draft. Students make sure to use transition words and phrases, correct grammar and appropriate language.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify and correct grammar mistakes in a teacher created narrative? ● Can students write a coherent final draft using transition words, correct grammar, and appropriate language? 	<ul style="list-style-type: none"> ● Can students identify and correct grammar mistakes in a teacher created narrative? ● Can students write a coherent final draft using transition words, correct grammar, and appropriate language?
Text(s)	<i>The Lion, the Witch, and the Wardrobe</i>	<i>The Lion, the Witch, and the Wardrobe.</i>



Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised draft of narrative ● Culminating task exemplar ● Teacher created narrative with grammatical errors 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● LEAP 2025 grades 4-5 narrative writing task rubric ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>The Lion, the Witch, and the Wardrobe</i> ● Permanent Product/<u>Writing template</u> ● <u>Permanent Product/Writing rubric</u> ● <u>Adapting Lesson Plans</u> ● <u>Student Response Modes</u> ● Summary graphic organizer ● Additional Supports for Diverse Learners - Section 1 of Grade 5 <i>The Lion, the Witch, and the Wardrobe</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● <u>Essential Elements Cards — Grades 3-5 Literature</u> (LC.RL.5.3a): <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
-----------	---	---	---



Section Overview		
Section Number	8	<i>Section is Optional</i>
Description	<i>The Lion, the Witch, and the Wardrobe, extension task</i>	



Assessment

In small groups, evaluate how the illustrations and images contribute to the meaning, tone, and beauty of the text. Consider the following questions as you examine the illustrations and images:

- How do the different visual representations affect the experience of the reader?
- How do the visual representations affect the way the reader thinks of the characters and settings?
- How do the visual representations contribute to the meaning, tone, or beauty of the text?

As a group, record your analysis of the images and illustrations on a graphic organizer or through a written explanation. Provide specific evidence to support your ideas.

Then, as a group, create an original visual representation of a scene that you selected from your assigned text. The visual representation can be print or nonprint, recorded or live action. Once the visual representation is complete, write an essay that describes your visual representation and the process you used to create it. Your essay should include a description of the process used to create the visual representation; an explanation of how the visual representation enhances the meaning, beauty, or tone of the original text; and a reflection on your success as a group to complete the given task.

Trade your group's essay with that of another group, and use a student-developed rubric to evaluate whether the evidence supports the original visual representation and whether the explanation of the evidence is logical.

Lastly, prepare a presentation for the class in which you present the text and visual representation and explain in detail how the representation enhances the original text.

Reading/Knowledge Look Fors:

Writing/ELA Skill Look Fors:

Section Length	8
Additional Supports for Diverse Learners (Optional)	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

