Nebraska

Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 4

for
Students with the Most Significant Cognitive Disabilities
who take the
Statewide English Language Arts Alternate Assessment

NEBRASKA DEPARTMENT OF EDUCATION

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Overview

Introduction

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska's College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

The Role of Extended Indicators

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following "e.g." in the extended indicators are provided only as possible examples.

Students with the Most Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is "characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains" (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.

- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).

- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.

- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.

- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

Instructional Supports Overview

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator

- Prerequisite extended skills

- Key terms

- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

LA 4.RI.1 Reading Informational Text

LA 4.RI.1 Central Ideas and Details

Determine the central idea of an informational text and how it is conveyed through key details.

Extended: Identify the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.

Scaffolding Activities for the Extended Indicator

❑ **Identify the explicitly stated central idea and/or a key detail that supports the central idea.**

- Read the adapted book The Monarch Butterfly's Life Cycle to the students. Ask the students to tell you what the story is about. Guide the students toward complete sentences or phrases, such as "a butterfly's life cycle," rather than single words, such as "butterfly."

- Tell the students that a butterfly's life cycle is the central or main idea of the text—it is what the story is about. Explain to the students that they can use details from the story to help them find out what the central idea is. Reread the story and model circling or highlighting important information about the butterfly's life cycle.

- Provide a life cycle worksheet or other familiar graphic organizer to the students and work with them to complete the information. This can be done with words, pictures, or both. Read the information, including the title, out loud while the students are completing the worksheet.

Butterfly Life Cycle

egg

larva
caterpillar

pupa
chrysalis

adult
butterfly

- Using both the book and the completed worksheet, ask the students guided questions pertaining to the life cycle of a butterfly. Depending on the level of comprehension, it may be easiest for the students to answer questions about each section of the life cycle before moving on to the life cycle as a whole. Encourage the students to look back at the information circled or highlighted in the book to answer the questions rather than using prior knowledge.

Prerequisite Extended Skills

Recognize a main idea or central idea in a text.

Recognize details in a text.

Understand what a text is about.

Key Terms

central idea, identify, informational text, key detail

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/2010/08/25/the-monarch-butterflys-life-cycle/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

Lesson plan on identifying central ideas and supporting details of an informational text:
https://wiki.ncscpartners.org/index.php/Elementary_English_and_Language_Arts_UDL

LA 4.RI.2 Reading Informational Text

LA 4.RI.2 Central Ideas and Details

Analyze an individual, event, scientific idea or concept, or steps in a process.

Extended: Identify how individuals or events are related in an informational text.

Scaffolding Activities for the Extended Indicator

☐ **Identify how individuals or events are related in an informational text.**

- Give the students an informational text that has two individuals or two events in it. Prior to reading the text, give the students a short summary of what they are going to read. Emphasize the two individuals or the two events that are in the text.

- Read the text to the students. Discuss the text with the students and ask them guiding questions such as Who is in the text? or What is one event that happens in the text?

- Write the students' answers on the board or another place that is easily accessible to them. Choose the two individuals or two events that are discussed in the text. Ask the students to describe the two individuals or two events, and model finding information in the text that will be part of the description.

  A scientist named Professor Lars Chittka studied bees. He taught bees to roll a ball in order to get food. Other scientists noticed that some bees rolled the ball even when they did not get food.

  One group of scientists wondered why. These scientists did an experiment to see whether the bees were playing with balls they gave to them. The scientists found that the bees liked being in areas where the balls were placed. The bees seemed to like rolling the balls around the area they were in.

How are the scientists alike?

They both studied bees.　　They both studied balls.
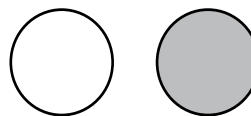
What did the scientists find out about the bees?

The bees liked to play with the balls.　　The bees did not like to play with the balls.

Prerequisite Extended Skills

Recognize an individual or event in a text.

Understand that individuals or events can be related.

Recognize important details in a text.

Key Terms

event, identify, individual, informational text, related

Additional Resources or Links

Link to "Bumble Bees Like To Play With Toys Too!" article by Shariqua Ahmed: https://www.dogonews.com/2022/12/5/bumble-bees-like-to-play-with-toys-too

Lesson plan for identifying central idea and summarizing key details: https://wiki.ncscpartners.org/index.php/Elementary_English_and_Language_Arts_UDL_Instructional_Unit

LA 4.RI.3 Reading Informational Text

LA 4.RI.3 Author's Craft

Compare and contrast authors' perspectives in multiple informational texts of the same topic.

Extended: Determine if an author's purpose is to inform, entertain, or persuade.

Scaffolding Activities for the Extended Indicator

❑ **Determine if an author's purpose is to inform, entertain, or persuade.**

- Tell the students they will be learning about an author's purpose for writing a text. Define *author's purpose* as "the reason an author writes the text." Show the students a visual chart that defines three types of author's purpose.

Persuade	**I**nform	**E**ntertain
to tell the reader to believe something	to teach the reader something	to give the reader something to enjoy

- Give the students an example of a text that persuades the reader, an example of a text that informs the reader of something, and an example of a text that entertains the reader. Define each purpose for the students, and place each text next to the correct definition symbol.
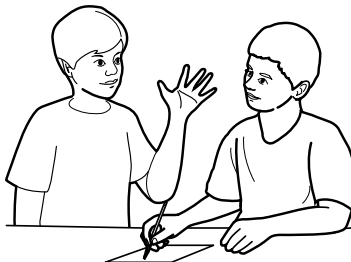
Vanilla ice cream with sprinkles is the best ice cream to have.
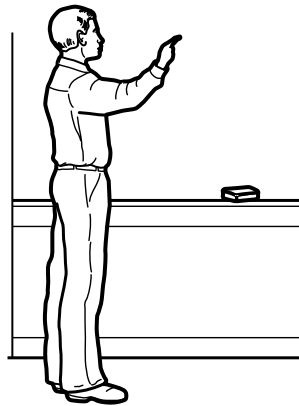
The temperature outside is 32 degrees.
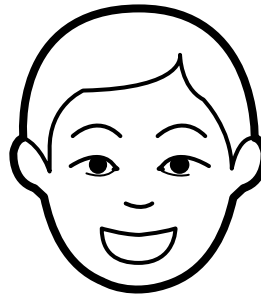
What fish only swims at night? A starfish!

● Next, give the students an informational text that shows an example of how the author's purpose is to inform the reader. Read the text to the students. After reading the text, show the students the visual chart again. Ask the students to place the text next to the correct definition symbol.
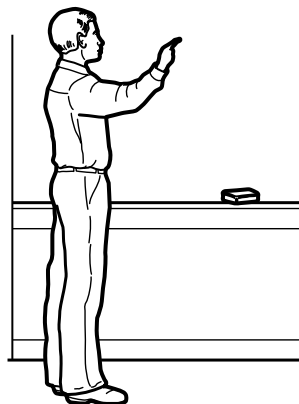
Lincoln is the capital of Nebraska. The city is named for Abraham Lincoln.

Prerequisite Extended Indicators

Recognize the main idea or the central idea of a text.

Recognize key details in a text.

Recognize the author's purpose for writing a text.

Key Terms

author's purpose, determine, entertain, inform, informational text, persuade

Additional Resources or Links

Resources for graphic organizers:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

https://www.weareteachers.com/authors-purpose-anchor-charts/

Article on ways to teach students how to find the author's purpose:
https://www.weareteachers.com/going-beyond-pie-5-ways-to-teach-students-how-to-find-the-authors-purpose/

English Language Arts—Grade 4
LA 4.RI.4 Reading Informational Text

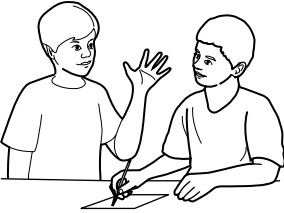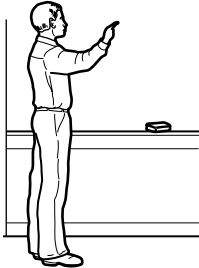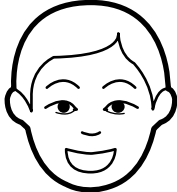## LA 4.RI.4 Reading Informational Text

LA 4.RI.4 Author's Craft

Describe the overall structure of an informational text and how it contributes to meaning.

Extended: Use text features (e.g., titles, headings, table of contents, glossaries, captions, graphs, maps, other visuals) to locate information.

Scaffolding Activities for the Extended Indicator

❑ **Use text features to locate information.**

- Using a nonfiction book the students are familiar with, model locating various text features within the book. A visual, such as a Text Feature Reference chart, that references text features found in nonfiction books may also be helpful to use.

- Then, provide the students with a second nonfiction book. Review the visual that was used with the first book, this time pointing out a specific picture as the students encounter a specific text feature.

- Using the visual or other support, ask the students to choose which text feature is being shown in the book. For example, point to the title of the book and ask the students to identify what the text feature is called. For additional scaffolding, provide the students with two choices of text features to help them determine the correct response.

- You may also make a bingo game using various text features. Create multiple bingo cards showing various text features and glue them on cardstock or other heavy paper.. Each card should show a chart with the text feature pictures in different spots. Give each student a card, and while reading a nonfiction book, ask the students to place a marker on any text feature picture on the card when it is found in the book.

Prerequisite Extended Skills

Understand that books have meanings.

Understand the concept of the main or central idea of a book.

Recognize that graphs and maps provide information to the reader.

Key Terms

caption, glossary, graph, heading, information, locate, map, table of contents, text features, title

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

Text feature reference chart:

https://nrwinter.com/2016/05/13/text-feature-graphic-organizers-visuals-modified-for-special-educationellesl-ri-1-5/

LA 4.RI.5 Reading Informational Text

LA 4.RI.5 Knowledge and Ideas

Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.

Extended: Identify similar ideas between two informational texts on the same topic.

Scaffolding Activities for the Extended Indicator

❑ **Identify similar ideas between two informational texts on the same topic.**

- Choose a topic that is familiar to the students, such as animals. Locate two informational texts that have similar ideas about the topic. Tell the students they will be learning about butterflies, and then read each text.

  Text 1: Butterflies are insects that can fly. They have four wings. Butterflies lay eggs. Then, the eggs turn into caterpillars. Finally, the caterpillars turn into butterflies.

  Text 2: Butterflies are one type of insect. They have four wings and three body parts. Butterflies can be many different colors. They drink nectar from flowers.

- After reading each text, summarize the text for the students. Put the summary on the board, using pictures if necessary.

Summary of Text 1: Butterflies are insects that have wings. They start as eggs, turn into caterpillars, and then become butterflies.

Summary of Text 2: Butterflies are insects with four wings, and they can be very colorful. They drink nectar.

- Read each summary to the students. Again, tell the students that the texts are about butterflies. Ask the students to locate words that are the same in the two summaries. Circle or underline the words that are the same.

  Summary of Text 1: <u>Butterflies</u> are <u>insects</u> that have <u>wings</u>. They start as eggs, turn into caterpillars, and then become <u>butterflies</u>.

  Summary of Text 2: <u>Butterflies</u> are <u>insects</u> with four <u>wings</u>, and they can be very colorful. They drink nectar.

- After locating similar words in the two summaries, make a list of these words on the board. Using the words in the list (*butterflies*, *insects*, *wings*), create a sentence for the students. Tell the students that this sentence explains an idea that is in both texts.

  Butterflies are insects with wings.

- Choose another two informational texts with a different topic that is familiar to the students. Go through the same process, but this time ask the students to summarize the text and locate information. Use pictures if necessary. Ask the students to identify the information that is the same or similar in both texts.

Prerequisite Extended Indicators

Recognize keywords or details in a text.

Understand how to compare two things or ideas.

Understand how to summarize a text.

Key Terms

idea, identify, informational text, similar, topic

Additional Resources or Links

Information on ways to teach compare and contrast in the classroom:
https://minds-in-bloom.com/10-ways-to-compare-and-contras/

LA 4.RI.6 Reading Informational Text

LA 4.RI.6 Knowledge and Ideas

Identify an author's claim(s) and explain how the author supports the claim in the text.

Extended: Answer literal questions, using explicit information from an informational text.

Scaffolding Activities for the Extended Indicator

❑ **Answer literal questions, using explicit information from an informational text.**

- Review the "Wh-" question words with the students by giving them a set of question cards and a short text paired with pictures. Read the text to the students and then match each picture with the correct question word.

    The American flag is red, white, and blue. The flag has thirteen stripes and fifty stars on it. Many schools and buildings have an American flag outside on a flag pole. The principal at my school raises the flag every morning.

WHAT is the story about?
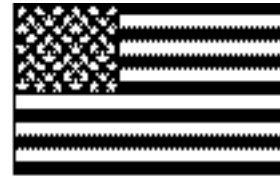
WHERE can you find the American flag?
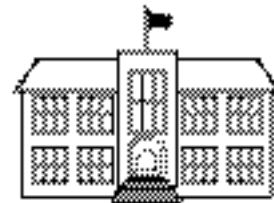
WHO raises the flag at school?

- Next, give the students a second informational text paired with pictures. Read the text to the students, and ask them questions about the text. Ask the students to match each picture with the correct question word.

Dolphins live in the ocean. They eat fish, shrimp, and squid. Dolphins make clicking noises and squeaks to talk to each other. They live in groups called pods.

Who? Dolphins

Where? In the ocean.

What? Fish, shrimp, squid

WHO is the text about?

WHERE do dolphins live?

WHAT do dolphins eat?

Prerequisite Extended Skills

Understand how to answer a question.

Understand how to answer Wh- questions.

Recognize important information in a text.

Key Terms

answer, explicit information, informational text, literal question

Additional Resources or Links

Resources for teaching children with disabilities how to ask and answer questions:
https://www.speechandlanguagekids.com/questions-resource-page/

LA 4.RI.7 Reading Informational Text

LA 4.RI.7 Knowledge and Ideas

Explain an author's or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.

Extended: Identify patterns of events in two informational texts.

Scaffolding Activities for the Extended Indicator

❑ **Identify patterns of events in two informational texts.**

- Locate two informational texts with a similar pattern of events. For example, choose two texts about washing hands. Read both texts to the students.

> *Steps for Washing Your Hands:*
> *1. Turn on the faucet.*
> *2. Get your hands wet.*
> *3. Use soap.*
> *4. Rub your hands together.*
> *5. Rinse off your hands.*
> *6. Turn off the faucet.*
> *7. Dry your hands.*

> *You need three things when you wash your hands: water, soap, and a towel.*
> *First, turn on the water faucet and get your hands wet.*
> *Then, use soap and rub your hands together to get them clean.*
> *Next, rinse the soap off your hands with water.*
> *And last, dry your hands with the towel. Don't forget to turn off the water!*

- Ask the students to look at the first text. Discuss what the text is about. Point to the title and the numbers and tell the students that this is the pattern of events. The steps of washing hands are in a particular order.

- Next, ask the students to look at the second text. Discuss what the text is about. Ask the students how the two texts are similar (both are about washing hands.) Explain to the students that the text also shows a pattern of events, but the events or steps are not written the same. However, both texts show the same pattern of events for washing hands.

- Explain to the students that the pattern of events in text shows the reader when the events happen in the text. For instance, in both texts, the first sequence is to turn on the faucet and then get your hands wet. Those two events must occur in the same order. If the texts that are used have a very specific beginning, middle, and end sequence structure, you may use those terms with the students as well.

- Then, give the students an informational text with a sequence of events. Create a set of pictures or sentence strips with one event in the text on each one. Assist the students in placing the pictures or sentence strips in the correct order of how the events occur in the text. Provide the students with another informational text and do the same activity. Then, ask the students to identify any patterns they see in both texts.

Prerequisite Extended Skills

Recognize how to identify important information in a text.

Understand sequencing of events.

Key Terms

identify, informational text, pattern of events

Additional Resources or Links

Lesson plan on sequence of events in a narrative:
https://study.com/academy/lesson/sequence-of-events-in-a-narrative-lesson

Lesson plan and activities on sequencing of events:
https://strategiesforspecialinterventions.weebly.com/sequencing-of-events.html

LA 4.RP.1 Reading Prose and Poetry

LA 4.RP.1 Central Ideas and Details

Determine a theme in a literary text and how it is conveyed through key details.

Extended: Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.

Scaffolding Activities for the Extended Indicator

❑ **Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea.**

- Explain to the students that a detail is something in the text that adds more information or makes the story more interesting. Provide the students with various short sentences or stories with and without details to show the difference. For example, using sentence strips, present the students with the sentence "*The dog went for a walk.*" and then present the sentence "*The big yellow dog went for a long walk in the park.*" Ask the students to identify details in the second sentence that give more information or make the sentence more interesting. Repeat the activity, using sentences you provide or those that the students created.

- Provide the students with a literary text. Read the text with the students.

- When finished reading, remind the students what the main idea of a text is. The main idea is "something that the story is mostly about." Ask the students to identify the main idea of the story. Model highlighting, underlining, circling, or other ways to call out the main idea. Check that the students understand the process and that the correct information was chosen as the main idea. Guide the students toward the correct answer, either by giving choices or by asking questions until the main idea is found.

Is the story about a tiger or about a basketball player?

- Using a word web or other familiar graphic organizer, model locating various details in the text. For the first part of the lesson, the students only need to find details in the text and do not necessarily need to look for a detail that supports the main idea.
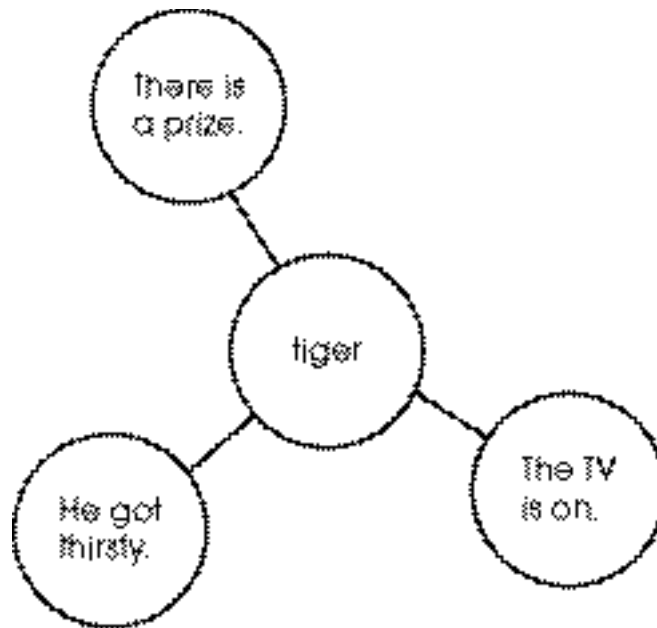
- Review the main idea and then the details that the students provided. Tell the students that there is usually at least one detail in the text that supports the main idea. Repeat what the main idea is, then ask the students to look at the details in the word web. Model the process of looking at each detail and choosing the one that strongly supports the main idea. Explain to the students why other details in the web do not support the main idea. Highlight the key detail that supports the main idea and cover the other details in the web.

Prerequisite Extended Skills

Understand what a main idea is.

Recognize a main idea.

Recognize details in text.

Key Terms

explicit, identify, key detail, literary text, main idea

Additional Resources or Links

Literary text example from Tar Heel Reader:
https://tarheelreader.org/2015/03/11/happy-tiger/

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:
https://www.sharedreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.RP.2 Reading Prose and Poetry

LA 4.RP.2 Central Ideas and Details

Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.

Extended: Identify and describe the main character(s) or setting in a literary text, using key details from the text.

Scaffolding Activities for the Extended Indicator

❑ **Identify and describe the main character(s) using key details from the text.**

- Using a literary text with at least one main character in it, read to the students and explain that a main character is a character that the text is mostly about. Model locating the main character(s) by highlighting, underlining, circling, or using another method that points out the main character(s) in the text. Explain again that a main character(s) is a character that the text is mostly about.

   Charlie goes to the park. He wants to swing and go down the slide.
   Charlie is happy when he sees his friends. They swing together.

- Discuss what the text is about. Then, look at the character or characters that were emphasized in the above activity and ask the students to choose which character the text is mostly about. If there is only one character, this part of the lesson is not necessary.

- Using a word web or other familiar graphic organizer, create a visual that can be used to describe the main character(s) in the story. Review the concept that a description tells about the character. The description may include what the character looks like, acts like, feels like, etc. In this case, the main character is Charlie. Model finding key descriptive words and phrases in the story and adding them to the word web, using text or pictures.

Charlie <u>goes to the park</u>. He <u>wants to swing and go down the slide</u>. Charlie is <u>happy</u> when he sees his friends. <u>They swing together</u>.

Charlie goes to the park.

He wants to swing and go down the slide.

Charlie is happy when he sees his friends.

They swing together.

happy

wants to slide

Charlie

at the park
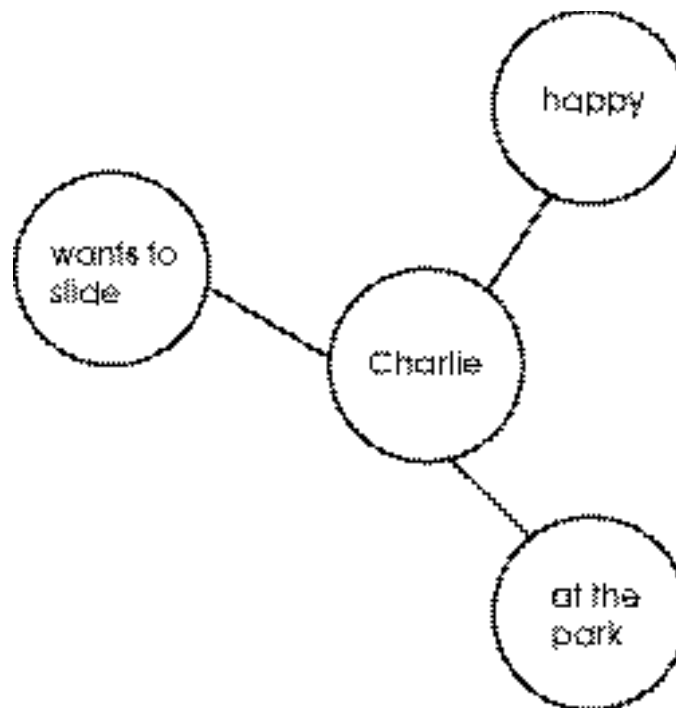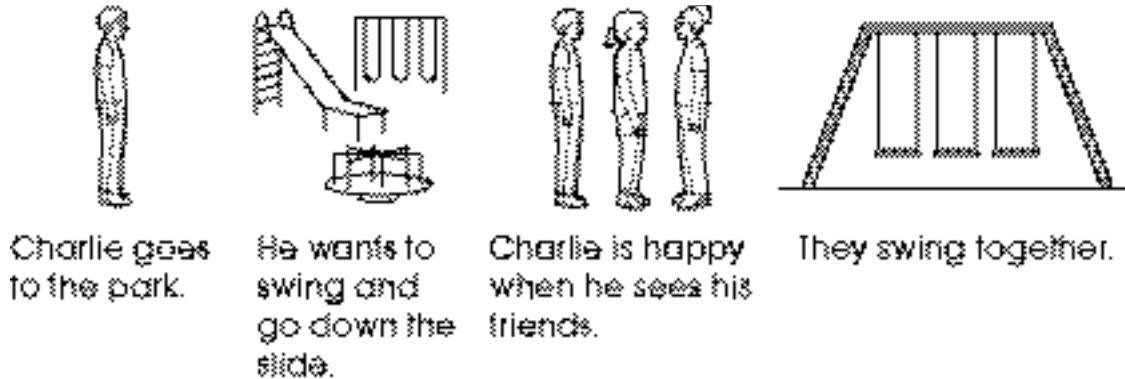
❑ **Identify and describe the setting using key details from the text.**

● Using a literary text with a clear setting, read to the students and then explain that the setting is where the story takes place or happens. Model locating the setting by highlighting, underlining, circling, or using another method that points out the setting in the text.

Sara walks to the <u>library</u>. The <u>library</u> is very big. Sara sees a lot of books in the <u>library</u>. She uses a computer to play a game. Sara checks out two comic books.

● Ask the students to identify the setting of the story. Reread the text as often as necessary. If the students need additional support, use picture cards of a library and one other familiar place. Ask the students to choose which one is the setting in the story.

● Ask the students to describe the setting once it has been established. While some settings—in this case, the library—are familiar to the students, encourage the students to find descriptions of the setting within the text and not describe the setting using prior knowledge.

- Using a word web or other familiar [graphic organizer](#), create a visual that can be used to describe the setting of the story. Review with the students that a setting is the place where the story takes place or happens. Model finding key descriptive words and phrases in the story and adding them to the word web, using text or pictures.

Sara walks to the _library_. The library is very _big_. Sara sees a lot of _books_ in the library. She uses a _computer_ to play a game. Sara checks out two _comic books_.

Sara walks to the library.   The library is very big.   Sara sees a lot of books in the library.   She uses a computer to play a game.   Sara checks out two comic books.

very big

has comic books

library

a lot of books
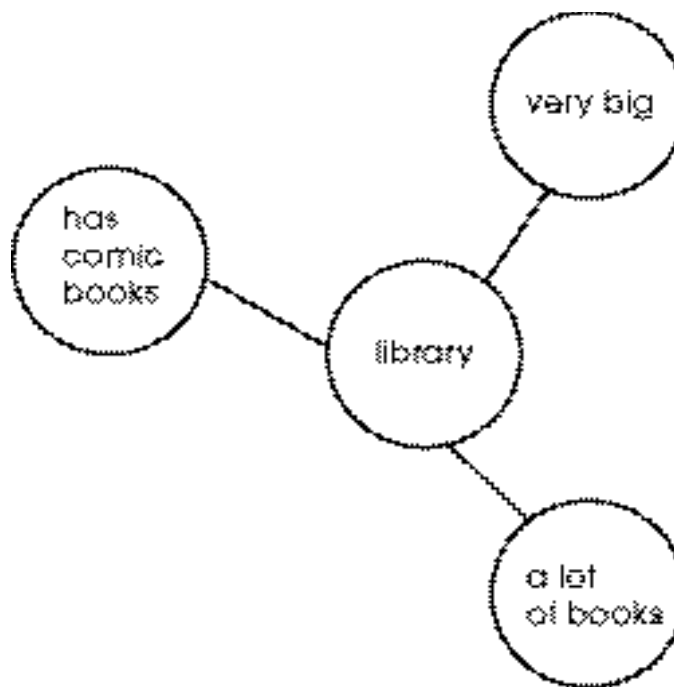
Prerequisite Extended Skills

Recognize that a character can be a person, animal, or fictional object.

Differentiate between a person (character) and a place (setting).

Use descriptive words to describe a person, animal, or place.

Identify the basic elements of a story (i.e., character(s), setting, events, and details.)

Key Terms

describe, identify, key detail, literary text, main character, setting

Additional Resources or Links

Article on understanding and teaching the main idea to students:
https://literacyideas.com/getting-the-main-idea/

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:
https://www.sharedreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.RP.3 Reading Prose and Poetry

LA 4.RP.3 Author's Craft

Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.

Extended: Determine the narrator's or a character's point of view explicitly stated in a literary text.

Scaffolding Activities for the Extended Indicator

❑ **Determine the narrator's or a character's point of view in a literary text.**

- Explain to the students that point of view is the way a character or narrator thinks or feels. Give the students sentence strips that have an explicitly stated point of view in the sentence. Discuss with the students what the character or narrator of the sentence thinks or feels about the topic. Model highlighting, underlining, or circling key words that could clue the students towards the answer.

  I <u>love</u> to swim! It is <u>so much fun</u>!

  Sam <u>likes</u> to ride her bike. Riding her bike is Sam's <u>favorite</u> thing to do.

- Read the students a literary text with a narrator's or character's point of view. Explain to the students that the topic is going to the park. Highlight, underline, or circle the key words that help the students determine the character's point of view about going to the park.

  Terry <u>does not like</u> to go to the park. He <u>thinks the park is very boring</u>. Terry <u>does not like</u> to swing or go down the slide. Terry would <u>rather</u> go to the movies.

- After the students decide on the key words in the story, ask the students to determine what the character's point of view is about going to the park. Remind the students that a character's point of view is how the character thinks or feels about something. Use illustrations or pictures for additional scaffolding.

Prerequisite Extended Skills

Recognize a character in a text.

Recognize simple feeling words and/or pictures.

Recognize an idea in a text.

LA 4.RP.3 Reading Prose and Poetry

character, determine, literary text, narrator, point of view

Collection of ideas about teaching point of view:
https://www.thoughtco.com/easy-activities-for-teaching-point-of-view-4175985

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Introduction to shared reading lessons for students:
https://www.sharedreader.org/

LA 4.RP.4 Reading Prose and Poetry

LA 4.RP.4 Author's Craft

Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).

Extended: Identify a drama, a poem, or a story, using structural elements of a literary text.

Scaffolding Activities for the Extended Indicator

❑ **Identify a drama, a poem, or a story, using structural elements of a literary text.**

- Show the students an example of a drama (play), a poem, and a story. Go through each text and identify key elements within the text that give the reader clues to what type it is. For example, tell the students that in a play, there are stage directions that are not read and the name of the character who is speaking is shown before the sentence(s) that characters says. In a poem, often times the words rhyme, complete sentences and punctuation are not always used, and sometimes the text is written in a visual style that is different from a regular story. In a story, the text is usually written in full sentences and paragraph form. Give the students multiple opportunities to explore these three types of literary text and help them identify what type of text each one is.

- Next, give the students a short play. Highlight or underline the structural elements that are in the play, such as stage directions or identifying words that tell the reader who is speaking. Read the play to the students.

    NORAH AND SETH ARE SITTING AT THEIR DESKS IN THE CLASSROOM.

    NORAH: Hi, Seth! Are you excited for today's field trip?

    SETH: Of course! I've always wanted to go to the history museum!

    NORAH: Me too. My sister told me that the history museum is really fun.

    MR. JENSEN: Time to get on the bus, everyone.

    NORAH AND SETH LINE UP AT THE DOOR WITH THEIR CLASS AND WALK TO THE BUS.

- Remind the students that the underlined words and sentences are clues that this text is a play. The text tells a story, but because of the way it was written, the text will be read as a play. Next, show the students a different version of the text, this one written in story form.

    Norah and Seth are sitting at their desks in the classroom.

    "Hi, Seth!" says Norah. "Are you excited for today's field trip?"

"Of course!" says Seth. "I've always wanted to go to the history museum!"

"Me too. My sister told me that the history museum is really fun," says Norah.

"Time to get on the bus, everyone," says Mr. Jensen.

Norah and Seth line up at the door with their class and walk to the bus.

- Ask the students whether they notice anything different about this version of the text. Tell them that this text was written in story form. It gives the reader the same information but was not written the same way as a play.
- Next, show the students a similar text written in poem form. Read the text to the students, and ask them whether they notice any differences in this version of the text.

Norah and Seth sit at their desks.

They are excited to go.

The field trip today will be really fun.

The bus is here,

It's time to go!

- Explain to the students that this version of the text is in poem form. It gives the reader much of the same information as the play and the story, but it was not written the same way. This poem uses short, simple sentences that are stacked on top of each other.
- Create a three-column chart or another familiar graphic organizer for the students to use to sort the texts. Ask the students to glue or stick each text under the correct heading. Then, give the students other texts in the form of either a play, a story, or a poem, and have them add each of those texts to the chart under the correct heading.

| play | story | poem |

Prerequisite Extended Skills

Recognize different literary forms and structural elements.

Understand how to compare and contrast two or more texts.

Understand how to sort items into two or more groups.

Key Terms

cast of characters, dialogue, drama, identify, literary text, meter, plot, poem, poetry, point of view, scene, rhyme, rhythm, setting, stage directions, stanza, story, structural element, theme, verse

Additional Resources or Links

Module on teaching text structure to students with disabilities:
https://wiki.ncscpartners.org/index.php/Text_Structure_Content_Module

Resource for graphic organizers:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.RP.5 Reading Prose and Poetry

LA 4.RP.5 Knowledge and Ideas

Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.

Extended: Identify similarities and differences between two literary texts by different authors or from different cultures.

Scaffolding Activities for the Extended Indicator

❑ **Identify similarities and differences between two literary texts by different authors or from different cultures.**

- Introduce the idea of similarities by asking the students to describe things that are similar. For example, show the students pictures of two fish and ask the students to describe them. One might be a blue fish, but the other may be red, or one is long and one is short. Use a T-chart, or another familiar graphic organizer, to create a list of the words the students use underneath the pictures and then highlight what is the same. Explain that things that are the same are also called "similarities."

- Provide the students with two literary texts by different authors. Read the texts to the students.

Text 1: Morgan woke up this morning and saw the ground covered in snow. Everything was white! Morgan loves snow. Her favorite thing to do is make snowballs. She can't wait for school to end so she can go sledding!

Text 2: Tyler's favorite season is winter. He likes to play in the snow and make snowballs. He also likes to go sledding. Tyler is very happy when it snows outside.

- Show the students a Venn diagram or another familiar graphic organizer and model how to use it. Explain that the middle section is for things that are almost the same, or similar, in the two texts, while the sections on either sides are for the differences between the two texts. Model finding details in the two texts and using those to fill out the graphic organizer.

Morgan woke up.

She had to shovel snow.

snow

make snowballs

sledding

Tyler likes winter.

He likes to play in the snow.
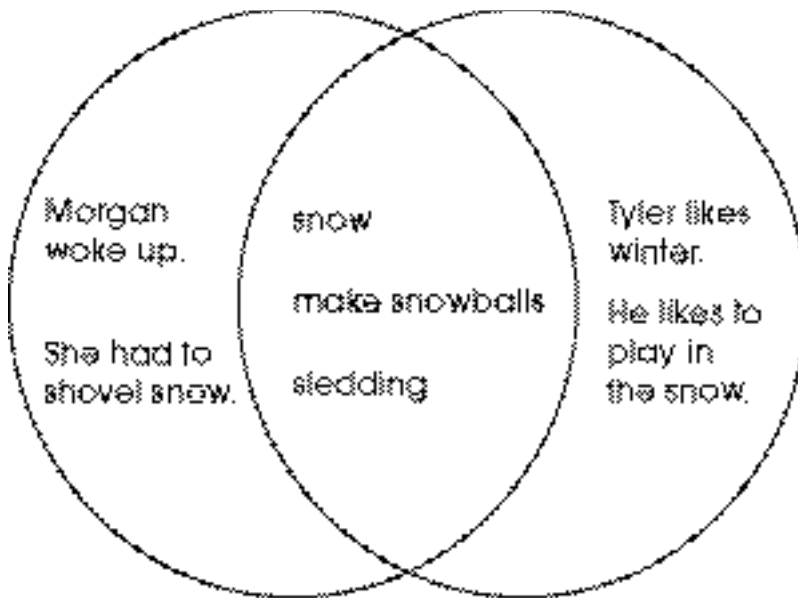
- Read the information on the Venn diagram and discuss with the students whether everything there is correct or whether anything needs to be moved to another space. Guide the students to the correct answers if needed.

- Pull out the details that the students decided were similar in each text. Write those on note cards or sticky notes and place them in an area where the students are able to see and manipulate them easily.

- Reread the texts to the students and discuss whether the information presented is correct. Help the students move the note cards or sticky notes if some revisions need to be made.

Prerequisite Extended Skills

Understand similarities and differences.

Listen to more than one text.

Recognize information from more than one text.

Key Terms

author, culture, difference, identify, literary text, similarity

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:
https://www.sharedreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.RP.6 Reading Prose and Poetry

LA 4.RP.6 Knowledge and Ideas

Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.

Extended: Answer literal questions, using explicit information from a literary text.

Scaffolding Activities for the Extended Indicator

❑ **Answer literal questions, using explicit information from a literary text.**

- Give the students various relevant scenarios (e.g., things done at school or home, familiar activities) and then ask the students questions using one of the six question words (who, what, where, when, why, and how) for each question. Remind the students what each question word is and how to answer it. For instance, explain to the students that the answer to a question like *Who is in the classroom?* would be *the students* and not *yellow*.

- Show the students a literary text and sentence strips with questions about the text, using each question word. Read the text to the students and then hold up one of the sentence strips at a time. Model going back to the text and highlighting, circling, or underlining key words or phrases that might help answer the question being presented. For additional scaffolding, use premade sentence strips that answer the question words and have the students place each sentence strip next to the correct question word.

Andrew is playing ball at the park after school. He has a big game coming up next weekend and wants to practice. Andrew practices throwing the ball and hitting the ball with the bat. Andrew is excited for his next game.

Who? Andrew

What? playing ball

Where? at the park

When? after school

Why? He is practicing for the game.

How? with a ball and a bat

Prerequisite Extended Skills

Understand how to answer a simple question.

Understand how to answer Wh- questions.

Recognize details in text.

Key Terms

answer, explicit information, literal question, literary text

Additional Resources or Links

Teaching Strategies for Beginning Readers:
http://reading.uoregon.edu/big_ideas/comp/comp_dr_1.php#:~:text=Literal%2C%20Inferential%2C%20and%20Evaluative%20Question,induced%2C%20or%20require%20other%20information.

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:
https://www.sharedreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.RP.7 Reading Prose and Poetry

## LA 4.RP.7 Knowledge and Ideas

Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.

Extended: Identify a similarity in character traits, events, or themes in two literary texts.

Scaffolding Activities for the Extended Indicator

❑ **Identify a similarity in character traits, events, or themes in two literary texts.**

- Using an outside/inside chart or other familiar graphic organizer, work with the students to find positive character traits of a familiar person or animal. Explain that character traits can be both outside (i.e., what the person looks like) or inside (i.e., the person's personality).
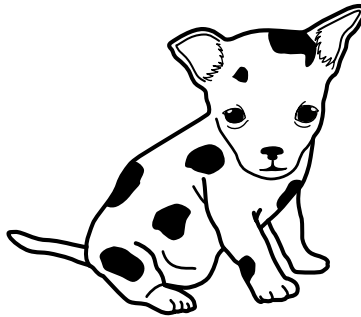
<u>Outside</u>   <u>Inside</u>
black and white   silly
short ears   happy

- Read two literary texts to the students. Create a list of outside/inside traits for one or more characters in each text. Model highlighting, circling, or underlining key words from the texts that describe each character's traits and adding them to the list.

- Read the list for each character. Ask the students to identify which traits the characters share. It may be easier to focus on physical traits first and when that skill is mastered, move on to inside traits.

Prerequisite Extended Skills

Understand how to answer a simple question.

Describe people and things.

Compare and contrast two things.

Recognize details in text.

Key Terms

character trait, event, identify, literary text, similarity, theme

Additional Resources or Links

Resources for teaching about character traits:
https://www.twinkl.com/teaching-wiki/character-traits

Link to open-source, accessible texts for students with disabilities:
https://tarheelreader.org/

Introduction to shared reading lessons for students comprehending text at or below a second-grade level:
https://www.sharedreader.org/

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

LA 4.V.1 Vocabulary

LA 4.V.1.a Acquisition and Use

Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.

Extended: Use context clues (e.g., definitions, examples, restatements) with or without illustrations to determine the meanings of words and phrases.

Scaffolding Activities for the Extended Indicator

❑ **Use context clues to determine the meanings of words and phrases.**

- Begin the lesson by telling the students that there is more than one way to find the meaning of a phrase. Build on prior knowledge of finding word meanings by using context clues. For example, model for the students underlining, highlighting, or otherwise calling out other keywords that can help the students find the meaning of a target word.

- Show the students a note card containing one or two sentences. The second sentence should be one that restates the first phrase. For example, show and read the students a note card that says the following:

    Sara <u>jogs</u> quickly around the track. Sara is so fast that she wins the race!

- Point out the word *jogs* to the students. Tell the students that they are going to help find the meaning of the word by using the rest of the words in the sentences.

- Using a highlighter, highlight words or phrases that help determine the meaning of *jogs* (e.g., *quickly*, *fast*, *wins the race*). Discuss with the students what the rest of the words in the sentences could mean.

    Sara <u>jogs quickly</u> around the track. Sara is so <u>fast</u> that she <u>wins the race</u>!

- Provide the students with verbs that would not make sense in the first sentence, such as *sings* or *reads*. Provide another verb that would make sense in the sentence, such as *runs*. Ask the students to choose the verb that best defines the word *jogs*. Guide the students to the correct answer, and reread the sentences with the new word in place.

    Which is correct?

    Sara sings quickly around the track.

    Sara reads quickly around the track.

    Sara runs quickly around the track.

Prerequisite Extended Skills

Understand that words and sentences have meanings.

Understand that verbs are words that convey an action.

Key Terms

context clues, definition, example, illustration, phrase meaning, replace, restatement, verb, word meaning

Additional Resources or Links

Common sight words listed by grade:
https://www.dolchword.net/index.php/dolch-word-list/by-grade-frequency/

Strategies for teaching context clues:
https://bookunitsteacher.com/wp/?p=1024

LA 4.V.1 Vocabulary

LA 4.V.1.b Acquisition and Use

Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).

Extended: Use commonly occurring prefixes and roots to determine the meaning of words.

Scaffolding Activities for the Extended Indicator

❑ **Determine the meaning of words using prefixes and roots.**

- Introduce the ideas of prefixes and roots by creating a list of common words with the same prefix (e.g., unmade, unzipped, unhappy). Write the prefixes in one color and the roots in a separate color, or use another way to differentiate the prefixes from the roots.

  unmade, **un**zipped, **un**happy

- Explain to the students that there are some words made up of two sections: one called a *prefix* and one called a *root*. Point to each part of the word as it is explained. Then, read each word on the list.

- Ask the students to identify the prefix and root of at least one other word with the same prefix (e.g., unpin, unpack). This can be done using a T-chart, or other familiar graphic organizer, and word cards. The students may add the initial words to the chart as well.

Prefix	Root
un	pinned
un	packed

- Explain to the students that the prefix "un-" means *not* or *the opposite of*. Read each word again along with its definition. Create a word list as a visual for the students.
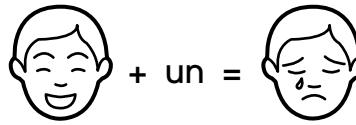
  unmade = not made

  unzipped = not zipped

  unhappy = not happy

  unpacked = not packed

- Provide the students with other words using the prefix "un-," and ask them to determine the meanings of the words. Refer to the T-chart and list, and provide guided support as needed.

- Picture cards also may be used to further the students' understanding.

happy + un = unhappy

Prerequisite Extended Skills

Recognize and understand that words have different meanings.

Recognize that adding a prefix changes the meaning of words.

Recognize words that have the same meaning.

Key Terms

determine, prefix, root, word meaning

Additional Resources or Links

Resource for graphic organizer templates:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

List of common prefixes and their meanings:
https://examples.yourdictionary.com/reference/examples/prefix-examples.html

Article on teaching prefixes, suffixes, and roots:
https://blog.penningtonpublishing.com/reading/prefixes-roots-and- suffixes/

LA 4.V.2 Vocabulary

LA 4.V.2.a Context and Connotation

Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.

Extended: Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia).

Scaffolding Activities for the Extended Indicator

❑ **Determine the meaning of alliteration.**

- Introduce the concept of alliteration by explaining to the students that when sentences have multiple words that begin with the same sound, the sentences contain alliteration.

- Create a poster or sentence strips with common tongue twisters (e.g., Sally sells seashells by the seashore.) Read each sentence to the students, and have them repeat the sentences back. Underline the beginning letter of each word that begins with the same sound, so the students can identify that these sentences are examples of alliteration.

    Sally sells seashells by the seashore.

    Peter picked a peck of pickled peppers.

    Betty Botter bought some butter.

- Work with the students to create more examples of sentences using alliteration. Provide them with the beginnings of sentences, and have them either choose correct words to add to each sentence or provide their own words.

    Mark made many _____ pies. Should we use "mud" or "cherry"?

    Tom took Tina to the _____ store. What kind of store should it be?

❑ **Determine the meaning of onomatopoeia.**

- Introduce the concept of onomatopoeia by explaining that some words imitate sounds. These words are examples of onomatopoeia.

- Read excerpts from picture books with onomatopoeia to show the students how authors use onomatopoeia. Explain to the students why authors use words that imitate sounds.

- Use common examples of onomatopoeia, and demonstrate the noise of each word either by listening to it, doing an action, or seeing an example. Say the word while the noise is being made. Encourage the students to participate as much as they are able. Reiterate that onomatopoeia means words that imitate sounds.

- Give the students various words, and ask them to decide whether the words are examples of onomatopoeia. Use common words that are familiar to the students. Guide them toward the correct answers if necessary.

Prerequisite Extended Skills

Recognize that words have meaning.

Recognize figurative language.

Recognize complete sentences and incomplete sentences.

Key Terms

alliteration, determine, figurative language, illustration, meaning, onomatopoeia, text

Additional Resources or Links

Alliteration examples for kids:
https://examples.yourdictionary.com/alliteration-examples-for-kids.html

List of common onomatopoeic words and their sounds:
https://www.englishclub.com/vocabulary/onomatopoeia-common.php

LA 4.V.2 Vocabulary

LA 4.V.2.c Context and Connotation

Use knowledge of words by relating them to their antonyms and synonyms.

Extended: Identify commonly occurring synonyms.

Scaffolding Activities for the Extended Indicator

❑ **Identify synonyms.**

- Begin the lesson by having the students describe a familiar object, like an apple. Encourage the students to use adjectives, such as *big*, *round*, and *tasty*, that have common synonyms. Using text or symbols, write a list of these adjectives on a board or sheet of paper.

- Tell the students that they are going to learn about words that have the same meaning or similar meanings. Explain that these words are called *synonyms*. Model brainstorming synonyms by adding synonyms to the original list (e.g., large, circle, delicious.)
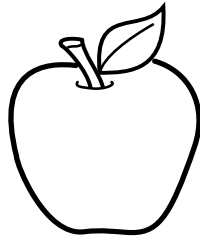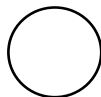
big   large
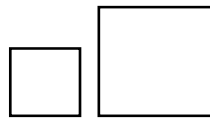
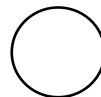round   circle

tasty   delicious

big   large
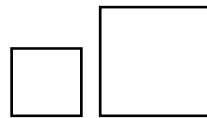
round   circle
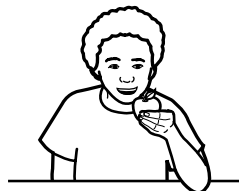
tasty   delicious
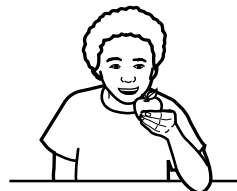
Prerequisite Extended Skills

Recognize words that are adjectives.

Identify similarities between objects.

Describe objects in multiple ways.

Key Terms

identify, synonym

Additional Resources or Links

List of common antonyms, synonyms, and homonyms for elementary students:
https://examples.yourdictionary.com/antonyms-synonyms-and- homonyms

Resources for vocabulary acquisition skills:
https://wiki.ncscpartners.org/index.php/Vocabulary_and_Acquisition_Content_Module

LA 4.W.1 Writing

LA 4.W.1.a Production of Writing

Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).

Extended: Capitalize initial words and names in simple and complex sentences.

Scaffolding Activities for the Extended Indicator

❑ **Capitalize initial words in sentences.**

- Show the students sentence strips of varying lengths and levels of complexity. Underline the initial word of each sentence. Point to the underlined words and explain to the students that an initial word, or word that starts a sentence, is always capitalized.

    <u>My</u> dog loves to go for walks in the woods.

    <u>We</u> drove ten hours to the beach.

    <u>Let's</u> go outside and play in the snow.

- Read each sentence strip to the students. Point to the words on the sentence strips as they are read. Then, ask the students to identify the first word in each sentence, using whatever mode of communication is most familiar to them.
- Read the sentence strips again. When reading the first word of each sentence, use an arm gesture to show the word is capitalized. You could indicate a gesture such as extending one hand palm up at chest level and the other hand extended palm down at eye level to show "large." Then, ask the students to mimic the gesture as you model it.

❑ **Capitalize names in sentences.**

- Show the students premade name tags or cards with their names on them. Underline the first letter in each name.

<p style="text-align:center"><u>J</u>erry   <u>M</u>issy   <u>L</u>ara   <u>S</u>eth</p>

- Point to the name tags and explain that capital letters are used at the beginning of each name. Spell each name and use an arm gesture for the first letter to show that it is capitalized. Encourage the students to use the arm gesture while you say the letters.
- Next, read various sentences that have names in them, and use an arm gesture for the capital letters. Use sentence strips or other visuals, and underline the initial letter of each name.

<p style="text-align:center">My friend <u>K</u>yle likes to play soccer.</p>

<p style="text-align:center">We bought new shoes for <u>L</u>ily at the store.</p>

<p style="text-align:center">The teacher told <u>T</u>im to get his coat.</p>

- Reread the sentence strips twice—once with the students mimicking an arm gesture for the capital letter of the initial word and for the capital letter in the name and one time doing the arm gesture independently for the capital letters in the initial word and the name.

Prerequisite Extended Skills

Understand that sentences are made up of words that convey meaning.

Recognize proper names of things and people.

Identify the difference between lowercase and uppercase letters.

Key Terms

capitalize, initial word, name, sentence

Additional Resources or Links

Article on visual, auditory, and kinesthetic learning styles:
https://www.aft.org/ae/summer2005/willingham

LA 4.W.1 Writing

LA 4.W.1.b Production of Writing

Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.

Extended: Use periods, question marks, and exclamation points in simple and complex sentences.

Scaffolding Activities for the Extended Indicator

❑ **Use periods, question marks, and exclamation points in sentences.**

- Review ending punctuation marks with the students by showing them sentences with a period, question mark, or exclamation point at the end. Highlight or bold the ending punctuation mark. Read each sentence to the students using an exaggerated inflection in your voice. Point to the ending punctuation mark as you read the sentence.

    Do you know what time it is? (questioning voice)

    Trevor is fixing the light. (calm voice)

    I'm so excited for the party! (excited voice)

- Next, ask the students to share two things that they like or are interested in. If this is a difficult task for the students, give them choices to pick from. Then, write a sentence on the board for each of the choices. Do not add ending punctuation marks to the sentences. Read the sentences in either a calm or overly excited voice and have the students add the correct ending punctuation mark to the sentences (either a period or an exclamation point.)

    I like art class___ ! or .

    I like gym___ ! or .

- Then, ask the students questions about art class or gym. Write the questions on the board without an ending question mark. Use a questioning voice and ask the students to identify which punctuation mark should be used with your questions. Have the students place the question mark at the end of the sentences.

    Why do you like art___

    What do you like to do in gym__

    Who do you sit by in art class___

Prerequisite Extended Skills

Recognize sentence structure.

Recognize feelings or emotions.

Understanding of Wh- questions.

Key Terms

complex sentence, exclamation point, period, question mark, simple sentence

Additional Resources or Links

Activities for teaching punctuation:
https://www.differentiatedteaching.com/punctuation-activities/
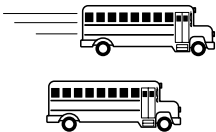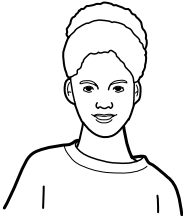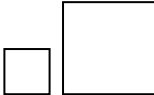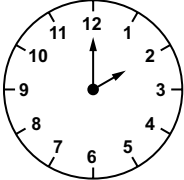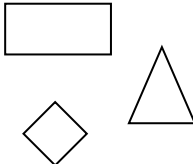
LA 4.W.3 Writing

LA 4.W.3.b Modes of Writing

Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.

Extended: Use precise words, phrases, and descriptive details to describe experiences or events.

Scaffolding Activities for the Extended Indicator

❑ **Use precise words, phrases, and descriptive details to describe experiences or events.**

- Tell the students they will be writing about an experience they have recently had. If the students have trouble choosing an experience, provide one for them. For example, tell the students they will be writing about a school band concert they recently attended.

- Next, use a communication board with structure words to help the students develop words, phrases, and descriptive details to describe the experience. Choose three or four structure words from the communication board that would easily allow the students to write the story.
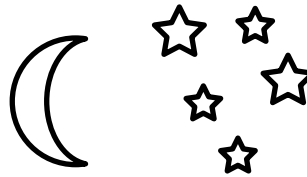
- Point to the structure words the students will be using. Read each structure word and give the students two choices of words, phrases, or descriptive details that would match the structure words. This will allow the students to choose how to describe their personal experience at the band concert.

When was the concert?
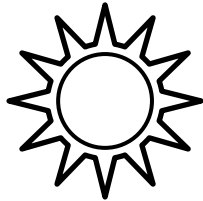
morning   night

How did the concert make you **feel**?

tired   happy

Prerequisite Extended Skills

Recognize an event or personal experience.

Recognize details in writing or a text.

Understand adjectives.

Key Terms

describe, descriptive detail, experience, event, precise word, phrase

Additional Resources or Links

Resource for visualizing and verbalizing structure words:
https://lindamoodbell.com/program/visualizing-and-verbalizing-program

LA 4.W.4 Writing

LA 4.W.4.b Modes of Writing

Use facts and details to support reasons and/or evidence.

Extended: Identify facts to support reasons and/or evidence.

Scaffolding Activities for the Extended Indicator

❑ **Identify facts to support reasons and/or evidence.**

- Show the students a piece of text on a familiar topic. The text should include supporting facts about the topic of the text. Read the text to the students, using picture supports if necessary.

  Penguins are birds that do not fly. Penguins live in very cold places, like Antarctica. They have a special layer of feathers to keep them warm. Penguins live in large groups. This helps protect the penguins from danger.

- Tell the students that they will be creating a report about the ways penguins stay warm. Using the text, underline or highlight the sentence or sentences that the students can use to help them write the report. Explain that the underlined sentence or sentences can be used as facts in the report about the ways penguins stay warm.

  Penguins are birds that do not fly. Penguins live in very cold places, like Antarctica. They have a special layer of feathers to keep them warm. Penguins live in large groups. This helps protect the penguins from danger.

- Next, give the students two additional facts about penguins. One fact should pertain to the report topic while the other fact should not. Read both facts to the students, and ask them to identify which fact would be appropriate to use in the report. Model choosing the correct fact by highlighting or underlining keywords in the sentences that give clues to the subject of staying warm.

  Which sentence could you use to add to your report about the ways penguins stay warm?

  Penguins have a lot of fat to help keep them warm when swimming in the cold water.

  Penguins eat krill, fish, and other small animals that live in the water.

Prerequisite Extended Skills

Recognize important information in a text.

Recognize words or phrases that have similar meanings.

Key Terms

evidence, fact, identify, reason

Additional Resources or Links

Article about teaching text evidence writing to students:
https://kidskonnect.com/general/text-evidence/

Article about students on adding evidence to writing tasks:
https://www.coolkidfacts.com/what-does-text-evidence-mean/

Lesson plans on writing reports using text evidence:
https://www.readwritethink.org/classroom-resources/lesson-plans

LA 4.W.6 Writing

LA 4.W.6.b Modes of Writing

Identify print and digital tools to gather information and evidence.

Extended: Identify appropriate print and digital sources needed to gather information about a given topic.

Scaffolding Activities for the Extended Indicator

❑ **Identify sources needed to gather information about a topic.**

- Using pictures or real-life objects, show the students various types of sources that can be used when creating a report. Do a "walk-through" of each source and explain how it can be used to find information.

- Provide the students with a class topic. For instance, tell the students that the class will be looking for information about racecars. Show the students two types of appropriate sources that could be used to find information about the topic. Explore both sources with the students, and help them identify reasons why the sources would be appropriate to use. For example, a book about the history of racecars is appropriate to use because it explains what racecars are and when the first racecar was made.

- Then, give the students two sources that would not be appropriate to use for the class topic, and explore those sources with the students. Help them identify reasons why these sources would not be helpful to use in a report. For example, a book about nursery rhymes would not be appropriate to use because it does not give information about racecars. Use a T-chart or another familiar graphic organizer to create a visual of what is acceptable and not acceptable to use.

Report on Racecars

Can I use it?

Yes	No

Racecar

Nursery Rhymes

- Choose another class topic or ask the students to choose their own. Then, give the students two sources, one that is appropriate to use to find the needed information and one that is not (e.g., a book about racecars and a website about how to fix a car), and ask the students to choose which source will give them the best information to use for their report. Repeat this activity with other topics and various sources. For example, this activity could also be done by providing the students with two websites, one that is appropriate to use to find information about a given topic and one that is unrelated to the topic.

- These activities also can be done in conjunction with visits to the library. Show the students where to find various research tools within the school library, such as computers and encyclopedias. Together with the students, draw a map of the library, highlighting the places the students can go to find the needed information.

Prerequisite Extended Skills

Recognize different genres of books.

Recognize various types of print and digital tools.

Key Terms

appropriate, digital source, identify, information, print source, topic

Additional Resources or Links

Resource for graphic organizers:
https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/

Lessons on how to help students find credible online sources:
https://blog.edmentum.com/5-tips-helping-students-find-credible-online-sources

Lesson on identifying and evaluating Internet information to use as sources:
https://www.readwritethink.org/classroom-resources/lesson-plans

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Alternate English Language Arts
Instructional Supports
for
NSCAS English Language Arts Extended Indicators
Grade 4