

Nebraska

Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators High School

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



Table of Contents

Overview	5
Introduction.....	5
The Role of Extended Indicators.....	5
Students with the Most Significant Intellectual Disabilities.....	5
Alternate Assessment Determination Guidelines.....	5
Instructional Supports Overview.....	6
English Language Arts—High School Reading Informational Text	8
LA 12.RI.1 Reading Informational Text.....	8
LA 12.RI.1 Central Ideas and Details.....	8
English Language Arts—High School Reading Informational Text	10
LA 12.RI.3 Reading Informational Text.....	10
LA 12.RI.3 Author’s Craft.....	10
English Language Arts—High School Reading Informational Text	12
LA 12.RI.4 Reading Informational Text.....	12
LA 12.RI.4 Author’s Craft.....	12
English Language Arts—High School Reading Informational Text	14
LA 12.RI.6 Reading Informational Text.....	14
LA 12.RI.6 Knowledge and Ideas.....	14
English Language Arts—High School Reading Prose and Poetry	16
LA 12.RP.1 Reading Prose and Poetry.....	16
LA 12.RP.1 Central Ideas and Details.....	16
English Language Arts—High School Reading Prose and Poetry	19
LA 12.RP.2 Reading Prose and Poetry.....	19
LA 12.RP.2 Central Ideas and Details.....	19
English Language Arts—High School Reading Prose and Poetry	21
LA 12.RP.3 Reading Prose and Poetry.....	21
LA 12.RP.3 Author’s Craft.....	21
English Language Arts—High School Reading Prose and Poetry	23
LA 12.RP.4 Reading Prose and Poetry.....	23
LA 12.RP.4 Author’s Craft.....	23
English Language Arts—High School Reading Prose and Poetry	25
LA 12.RP.6 Reading Prose and Poetry.....	25
LA 12.RP.6 Knowledge and Ideas.....	25
English Language Arts—High School Vocabulary	27
LA 12.V.1 Vocabulary.....	27
LA 12.V.1.a Acquisition and Use.....	27

English Language Arts—High School Vocabulary 29

 LA 12.V.2 Vocabulary 29

 LA 12.V.2.a Context and Connotation 29

English Language Arts—High School Writing 31

 LA 12.W.3 Writing 31

 LA 12.W.3.d Modes of Writing 31

English Language Arts—High School Writing 33

 LA 12.W.4 Writing 33

 LA 12.W.4.b Modes of Writing 33

English Language Arts—High School Writing 35

 LA 12.W.4 Writing 35

 LA 12.W.4.c Modes of Writing 35

English Language Arts—High School Writing 37

 LA 12.W.6 Writing 37

 LA 12.W.6.b Modes of Writing 37

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.

English Language Arts—High School

Reading Informational Text

LA 12.RI.1 Reading Informational Text

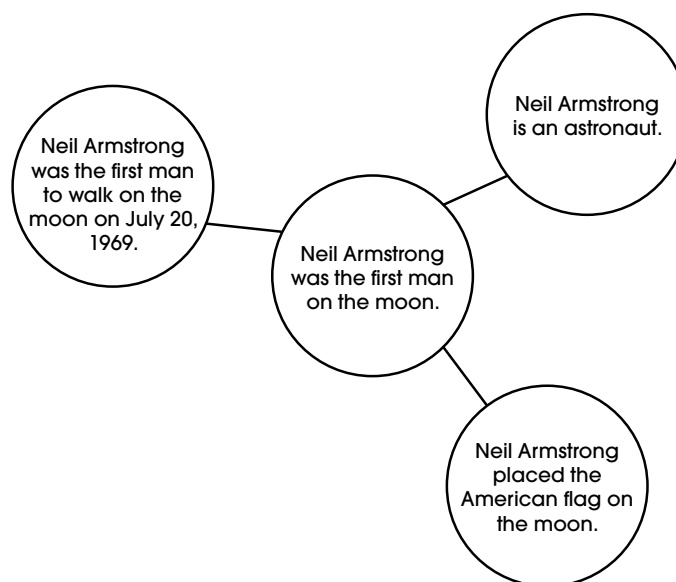
LA 12.RI.1 Central Ideas and Details

Evaluate the development of central ideas over the course of an informational text or texts.

Extended: Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.

Scaffolding Activities for the Extended Indicator

- ❑ **Determine the central idea and/or a key detail that supports the central idea.**
 - Review the concepts of central idea and key details with the students. Give the students various informational texts and, as a class, locate the central idea and key details within each text.
 - Tell the students they will be reading a story about [Neil Armstrong](#). Have a discussion with the students about things they already know about Neil Armstrong. Ask the students to listen to the story and find details in the book that they might not already know.
 - Read the book with the students. When finished, tell the students again that the book is about the moon, but that is not the central idea of the book. Ask the students to identify the central idea of the book. Use the pictures and the text to help identify the central idea. An acceptable answer would be “Neil Armstrong was the first man on the moon.”
 - Next, tell the students that they are going to find details in the book that support the central idea. Use a word web or other familiar [graphic organizer](#) and the book to complete the graphic organizer.



LA 12.RI.1 Reading Informational Text

- Read the graphic organizer to the students. Discuss the details that the students found, and ask the students if the details support the key idea of the first man on the moon. If not, reread the book and edit the graphic organizer.

Prerequisite Extended Skills

Recognize what a central idea or theme is.

Recognize how to identify key ideas or details in a text.

Understand how to make connections between two or more ideas.

Key Terms

central idea, determine, informational text, key detail

Additional Resources or Links

Accessible text about Neil Armstrong:

<https://tarheelreader.org/2013/07/01/the-first-man-on-the-moon/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—High School

Reading Informational Text

LA 12.RI.3 Reading Informational Text

LA 12.RI.3 Author's Craft

Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

Extended: Determine an author's perspective or purpose that contributes to the overall meaning of an informational text.

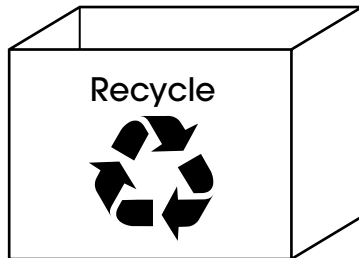
Scaffolding Activities for the Extended Indicator

- **Determine an author's perspective or purpose that contributes to the meaning of a text.**
 - Give the students a newspaper article or a current events article that has an obvious author's perspective or purpose. Read the article to the students, and discuss what the article is about. Create a list of the students' ideas on the board or in another place in the classroom that is easily accessible to the students.
 - Ask the students to create a one-sentence summary of the text or to define the central idea of the text. For example, for a [text about recycling](#), the sentence about the central idea could be "Recycling can help conserve natural resources and protect the environment."
 - Using the list of student ideas and the central idea sentence that was created, ask the students to identify the author's perspective or purpose in writing the article. Remind the students that *author's perspective* is "what the author thinks or feels about a certain topic" and *author's purpose* is "the reason why the author wrote the article."

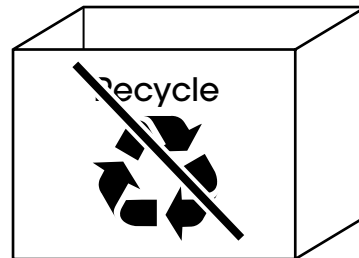
LA 12.RI.3 Reading Informational Text

- Give the students two answers to choose from in response to the questions “What is the author’s perspective?” and “What was the author’s purpose for writing this article?”

What is the author’s perspective on recycling?



Recycling is an important thing to do.



Recycling is a waste of time.

What was the author’s purpose for writing the article?

to inform the reader about why it is important to recycle

to entertain the reader with funny stories about recycling

Prerequisite Extended Skills

Recognize an opinion on a topic.

Recognize an argument on a topic in a given text.

Key Terms

author’s perspective, author’s purpose, determine, informational text

Additional Resources or Links

Scholastic article about recycling:

<https://factsfornow.scholastic.com/article?product>

Lesson plans for teaching author’s purpose:

<https://literacyideas.com/authors-purpose/>

Web app for creating pictograph boards:

<https://www.picto4.me/site>

English Language Arts—High School

Reading Informational Text

LA 12.RI.4 Reading Informational Text

LA 12.RI.4 Author’s Craft

Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

Extended: Determine the structure (e.g., compare/contrast, cause/effect, sequential/chronological) of an informational text or a portion of an informational text.

Scaffolding Activities for the Extended Indicator

Determine the structure of an informational text or a portion of an informational text.

- Read an informational text to the students. Discuss the text after reading, and create a summary with the students.

*Plastic in the ocean can be attractive to fish because of the algae that live on the plastic. Algae give off a smell that many birds and fish think signals a tasty meal. What happens to fish that eat plastic? The effects on marine life of eating plastic aren’t fully known, although researchers have noted certain changes in fish behavior, such as a weakened ability to evade predators. **The fish may be eating the plastic and thinking they are full, so they are not eating enough healthy food to grow and survive.***

- Next, use two different methods (e.g., two colors for highlighting, underlining and circling) to identify the cause and effect stated in the text. In this example, the cause is underlined and the effect is in bold. Explain to the students that this text was written with a cause-and-effect structure. Restate the cause and the effect in the text.

*Plastic in the ocean can be attractive to fish because of the algae that live on the plastic. Algae give off a smell that many birds and fish think signals a tasty meal. What happens to fish that eat plastic? The effects on marine life of eating plastic aren’t fully known, although researchers have noted certain changes in fish behavior, such as a weakened ability to evade predators. **The fish may be eating the plastic and thinking they are full, so they are not eating enough healthy food to grow and survive.***

- Then, give the students another informational text with a cause-and-effect structure. Read the text to the students, and tell them this text was written with a cause-and-effect structure. Ask them to identify sentences that show both the cause and the effect of something in the text.

LA 12.RI.4 Reading Informational Text

- Then, give the students one more informational text with a cause-and-effect structure. Read the text to the students, but do not tell them what structure this text uses. Ask the students to look for clues within the text to help them identify the structure. Assist them in finding clues if necessary.

Prerequisite Extended Skills

Understand key information in a text.

Understand the main idea of a text.

Understand how to locate information in a text.

Understand how to compare and contrast two or more things or ideas.

Understand the concept of cause and effect.

Key Terms

cause, chronological, compare, contrast, determine, effect, informational text, sequential, structure

Additional Resources or Links

Los Angeles Times news article “The scent of plastic trash makes fish think it’s food, new study finds,” August 17, 2017:

<https://www.latimes.com/science/sciencenow/la-sci-sn-fish-plastic-food>

Interactive compare and contrast map:

<https://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast>

Lesson plan for creating cause-and-effect comic strips:

<https://www.readwritethink.org/classroom-resources/lesson-plans/engaging-cause-effect>

English Language Arts—High School

Reading Informational Text

LA 12.RI.6 Reading Informational Text

LA 12.RI.6 Knowledge and Ideas

Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.

Extended: Determine how the central ideas of two informational texts are related.

Scaffolding Activities for the Extended Indicator

□ **Determine how the central ideas of two informational texts are related.**

- Choose two informational texts with similar central ideas. Read each text to the students. Discuss and create a summary of each text after reading it.
- Next, ask the students to look at each text, and highlight or underline words or phrases in each text that are the same or similar. Explain to the students that they are looking for similar ideas between the two texts.

Text 1: Dogs are the most common animals that people have as pets. There are many different types of dogs that people can choose from. There is a lot that you need to do if you get a dog. You need to remember to give the dog food and water every day, take them for walks, and play with them. Having a dog can be a lot of fun but also a lot of work.

Text 2: Some people like to have a fish for a pet. Goldfish are the most common fish to have as a pet. Goldfish can be easy to take care of. All you need is a fish tank, water, rocks, plants, and fish food. You can also put some toys in the fish tank.

- Then, ask the students to identify what each text is about. Explain that they are looking for the *central idea* of each text, or “what the text is mostly about.” Encourage the students to use the original texts, as well as the summaries to locate the central idea of each text. Appropriate answers for this example would be “pets” or “taking care of pets.”
- Once the students have determined the central idea of each text, ask them to determine how the central ideas are related. Use guiding questions to lead the students toward the answer of “They are both about pets.” or “They are both about taking care of pets.”
- Explain to the students that two texts can have the same or similar central idea but have different details. In this example, both texts are about pets (or taking care of pets), but one is about pet dogs and the other about pet fish.

LA 12.RI.6 Reading Informational Text

Prerequisite Extended Skills

Understand how to find the central idea of a text.

Understand how to find key details that support the main idea of a text.

Understand how to compare and contrast two texts.

Key Terms

central idea, determine, informational text, related

Additional Resources or Links

Resource for lesson plans about answering literal and inferential questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/ri-4-1>

Resource for lesson plans about teaching main idea with informational text:

<https://the-teacher-next-door.com/teaching-main-idea-using-informational-text/>

English Language Arts—High School

Reading Prose and Poetry

LA 12.RP.1 Reading Prose and Poetry

LA 12.RP.1 Central Ideas and Details

Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.

Extended: Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.

Scaffolding Activities for the Extended Indicator

- ❑ **Determine the main idea or theme of a text and/or a key detail that supports that main idea or theme.**
 - Read a literary text, such as *Hatchet* by Gary Paulson, to the students. As needed, use corresponding pictures, videos, or other visuals to aid student comprehension. After reading, discuss the story with the students to check for understanding.
 - Create two picture cards that each show a different literary theme. One card should have the theme of the story, and the other card should have a different theme. Show and describe the theme picture cards to the students. The students should be able to understand both choices before moving on to the next task.

LA 12.RP.1 Reading Prose and Poetry

- Ask the students to choose the card that matches the theme of the story. In this example, the theme of *Hatchet* is survival. Guide the students toward the correct answer if necessary.



friendship



survival

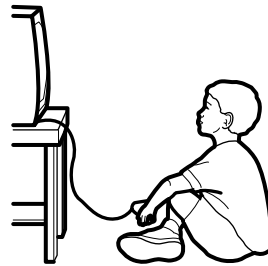
Determine a key detail to support the main idea or theme.

- Show the students various pictures, including some that pertain to the theme of the story (survival) and others that do not. Ask the students to choose which pictures correspond with the theme of the story. In this example, the students should choose the picture on the left. Guide the students toward the correct answer if they are not successful.

The theme of Hatchet is “survival.” Which picture shows what a person would need to survive in the woods?



food



video games

Prerequisite Extended Skills

Understand the main idea or theme of a literary text.

Identify key details in a literary text.

Answer questions about details in a literary text.

LA 12.RP.1 Reading Prose and Poetry

Key Terms

determine, explicit, implied, key detail, literary text, main idea, theme

Additional Resources or Links

Lesson plan for understanding the main idea and key details of a story:

<https://www.education.com/lesson-plan/el-support-lesson-main-ideas-and-details/>

K-12 lesson plans for main idea and key details:

<https://www.ixl.com/ela/main-idea>

Link to adapted versions of the chapters of *Hatchet* by Gary Paulson:

<https://tarheelreader.org/find/?search=hatchet>

English Language Arts—High School

Reading Prose and Poetry

LA 12.RP.2 Reading Prose and Poetry

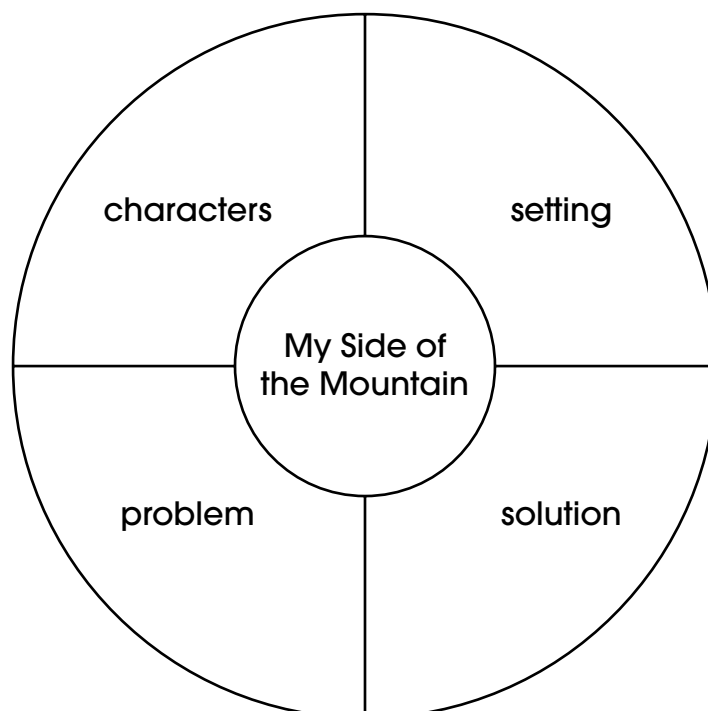
LA 12.RP.2 Central Ideas and Details

Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.

Extended: Answer literal and inferential questions about key elements (e.g., characters, setting, plot) in a literary text, and/or identify how a relationship between key elements (e.g., characters, setting, plot) in a literary text contributes to the meaning of a story.

Scaffolding Activities for the Extended Indicator

- ❑ **Identify how a relationship between key elements in a literary text contributes to the meaning of a story.**
 - Choose a text to read to the students. For this example, the adapted text [My Side of the Mountain](#) is used. Read the text to the students. After reading, discuss the text with the students. Write the students' ideas about the text on the board. Work with the students to create a summary of the story.
 - Explain to the students that they will be identifying the elements of the text. Remind the students that the elements of a text include things like the characters, the setting, and the plot of the text. Use a circle chart or another familiar [graphic organizer](#) to help the students identify the elements of the text that was just read to them.



LA 12.RP.2 Reading Prose and Poetry

- Choose two literary elements from the graphic organizer to discuss. Tell the students which literary elements you chose, and discuss how the two elements are related. For example, if the main character, Sam, and the setting of the story, the wilderness, are chosen, discuss what happens to Sam in the wilderness, how Sam interacts with the wilderness, and what Sam gets from the wilderness.
- After the discussion, ask the students to identify one way that Sam and the wilderness are related. The students can choose one or more of the ideas from the discussion or information from the summary created at the beginning of the lesson. The correct answers may include “Sam lives in the wilderness.”, “The wilderness gives Sam the food he needs to eat.”, or “Sam enjoys living in the wilderness.”

Prerequisite Extended Skills

Understand how to identify key characters, settings, or a plot in a story.

Recognize relationships between characters, settings, or a plot in a story.

Key Terms

answer, character, identify, inferential question, key element, literal question, literary text, meaning, relationship, setting, story, plot

Additional Resources or Links

Adapted text of *My Side of the Mountain* by Jean Craighead George:

<https://tarheelreader.org/find/?search=my+side+of+the+mountain>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Elements of a story lesson plan and resources:

<https://www.education.com/lesson-plan/elements-of-a-story/>

English Language Arts—High School

Reading Prose and Poetry

LA 12.RP.3 Reading Prose and Poetry

LA 12.RP.3 Author’s Craft

Evaluate an author’s use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.

Extended: Determine the author’s point of view that contributes to the overall meaning of a literary text.

Scaffolding Activities for the Extended Indicator

- ☐ **Determine the author’s point of view that contributes to the overall meaning of a literary text.**
 - Prior to the beginning of the lesson, review the concept of *point of view* with the students. Remind the students that the author’s point of view shows who is telling the story. The point of view can be first-person or third-person. If the students are comfortable with first-person and third-person points of view in literary text, the concept of text written in the second person may be introduced.
 - Explain to the students that there are clues within a text that can help them identify the point of view of the text. Create a list of keywords that are found in first-person texts and a list of keywords that are found in third-person texts. Read the lists to the students.

first-person point of view	third-person point of view
I	she
me	he
we	they
us	it

- Give the students a story written in either the first person or the third person. Read the story to the students and then ask them to identify the point of view of the story. Ask the students to locate the keywords from the lists to assist them in identifying the point of view of the text.

I went to Morrill Hall yesterday. Morrill Hall is a museum in Lincoln, Nebraska. I saw dinosaur fossils and meteorites, and I learned about different types of bugs. The museum was really cool. I would like to go back again. There were a lot of things at Morrill Hall that I did not get to see. I want to see the other fossils in the museum. I also want to learn about plants and animals in Nebraska. I hope that I can visit Morrill Hall again soon.

LA 12.RP.3 Reading Prose and Poetry

- Once the students have correctly identified the point of view of the text—in this case, it is first-person point of view—discuss what the text is about. Encourage the students to use one or two sentences to summarize the text. Write their summary on the board.

The author goes to Morrill Hall. The author likes going to the museum. There are a lot of cool things to see at the museum.

- Ask the students questions about the text that help the students understand it and the summary. The questions may be literal or inferential. Encourage the students to refer to both the text and the summary to find the answers.

How does the author feel about the museum? The author likes the museum. The museum makes the author feel happy.

How does the author feel about returning to the museum? The author wants to return to the museum. The author doesn't get to see everything at the museum.

Prerequisite Extended Skills

Recognize an author's point of view.

Understand the meaning of a text.

Recognize opinions and feelings about a specific subject.

Key Terms

author's point of view, contribute, determine, literary text, text meaning

Additional Resources or Links

Lesson plan for teaching first-person and third-person points of view:

<https://www.education.com/lesson-plan/el-support-lesson-first-and-third-person>

Lesson plans for identifying the author's point of view. See grades fourth through twelfth:

<https://www.ixl.com/ela/literary-texts>

English Language Arts—High School

Reading Prose and Poetry

LA 12.RP.4 Reading Prose and Poetry

LA 12.RP.4 Author’s Craft

Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

Extended: Determine the structure (e.g., narrative, compare/contrast, cause/effect, sequential/chronological) of a literary text or a portion of a literary text.

Scaffolding Activities for the Extended Indicator

Determine the structure of a literary text or a portion of a literary text.

- Show the students a literary text that uses a sequential/chronological structure. Read the text to the students. Discuss the events in the text with the students, and create a summary of the text.

Joseph had soccer practice yesterday. He forgot his soccer bag at home, so he needed to call his mom. He used the phone in the school office to call her. Joseph’s mom brought his soccer bag to school. Today, Joseph has soccer practice again. He went to his locker to get his soccer bag and it was not there. He had forgotten the soccer bag again! Joseph had to go back to the school office to call his mom. Joseph’s mom was not happy. Joseph’s mom told him that she would bring the bag today, but if he forgot it tomorrow, she could not help. The next morning, Joseph woke up early. He made sure that he had his soccer bag right next to his school bag. He got ready for school, ate breakfast, and grabbed his school bag. He almost walked outside without his soccer bag! Joseph quickly remembered and went back inside. He grabbed his soccer bag and went off to school.

- Tell the students that they are going to learn about literary structure. Explain that *literary structure* means “how the story or text is organized.” For this example, ask the students to identify whether the structure of the text is a compare/contrast form or a sequential/chronological form.
- Ask the students guiding questions to determine that this text was written using a sequential/chronological form. For instance, ask them whether there are any clues in the text that show that Joseph is being compared to his mom or that soccer practice is being contrasted with school. Remind the students that when two ideas, characters, or events in a text are being compared, readers are looking for ways that they are similar or different. In this text, nothing is being compared.

LA 12.RP.4 Reading Prose and Poetry

- Then, ask the students whether there are any clues in the text that show them that the events are organized using a chronological/sequential order. Remind the students that keywords like *first*, *then*, *yesterday*, and *today* are all clues that can help the reader determine that the text structure is sequential/chronological. Model locating keywords and phrases in the text and underlining or highlighting them.

Joseph had soccer practice yesterday. He forgot his soccer bag at home, so he needed to call his mom. He used the phone in the school office to call her. Joseph's mom brought his soccer bag to school. Today, Joseph has soccer practice again. He went to his locker to get his soccer bag and it was not there. He had forgotten the soccer bag again! Joseph had to go back to the school office to call his mom. Joseph's mom was not happy. Joseph's mom told him that she would bring the bag today, but if he forgot it tomorrow, she could not help. The next morning, Joseph woke up early. He made sure that he had his soccer bag right next to his school bag. He got ready for school, ate breakfast, and grabbed his school bag. He almost walked outside without his soccer bag! Joseph quickly remembered and went back inside. He grabbed his soccer bag and went off to school.

- Repeat the lesson with texts that are structured in various ways. The students also can use graphic organizers to assist in determining the structure of each text. For additional scaffolding, use pictures or symbols with each text or provide choices for the students to add to the graphic organizer.

Prerequisite Extended Skills

Understand how to compare and contrast two or more ideas, characters, or events in a text.

Understand how to put events in a text in the order that they occur.

Understand how to identify a cause-and-effect relationship in a text.

Key Terms

cause, chronological, compare, contrast, determine, effect, literary text, literary structure, narrative, sequential

Additional Resources or Links

Article about teaching text structure in the classroom:

<https://www.k12reader.com/teaching-text-structure-to-young-readers/>

Article on implementing the Text Structure Strategy (TSS) in the classroom:

<https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—High School

Reading Prose and Poetry

LA 12.RP.6 Reading Prose and Poetry

LA 12.RP.6 Knowledge and Ideas

Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

Extended: Determine how the themes of two literary texts are related.

Scaffolding Activities for the Extended Indicator

- ❑ **Determine how the themes of two literary texts are related.**
 - Choose two literary texts that have similar themes. Read the text to the students. After each text, ask the students to identify what the theme of the text is. Remind the students that the *theme* of a text is “the message or lesson in the text.”
 - As the students are sharing their ideas about the theme of each story, write the ideas on the board. Summarize the students’ ideas into one short sentence or phrase to identify the theme of the text. Remind the students that the theme of a text is not necessarily the main idea of the text, but the main idea can give hints to what the theme is.
 - After identifying the themes in both texts, reread both themes to the students. Ask the students if there are any similarities between the two themes. For example, if the students decide that the theme in the first text is “working hard pays off in the end” and the theme in the second text is “you get what you want when you work for it,” then the similarity would be “if you want something you need to work for it.”
 - Work with the students to find similarities in the texts that may help them understand how the themes relate or are similar to each other. In this example, similarities may be that the main character wants something but only gets it after working hard, or in one text the main character works hard and gets what he or she wants while in the other text the main character doesn’t work hard so doesn’t get what he or she wants.

Prerequisite Extended Skills

Recognize a theme in a literary text.

Understand how to compare two or more things or ideas.

Understand how to summarize a text.

Key Terms

determine, literary text, related, theme

Additional Resources or Links

Lesson plans for determining the theme of a literary story. See grades second through twelfth.

<https://www.ixl.com/ela/literary-texts>

Reading book lists for K–12 students:

<https://k-12readinglist.com/>

Adapted books for students with cognitive disabilities:

www.tarheelreader.org

English Language Arts—High School Vocabulary

LA 12.V.1 Vocabulary

LA 12.V.1.a Acquisition and Use

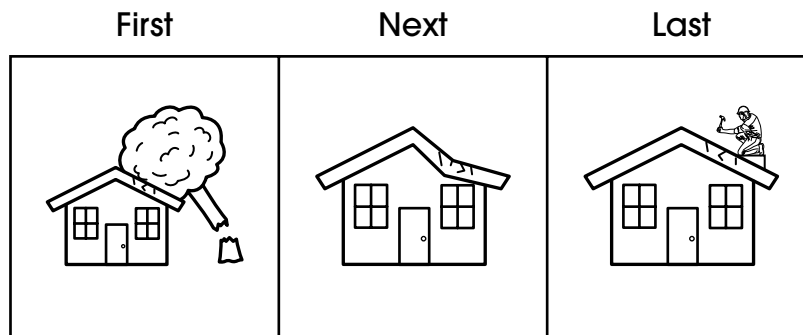
Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

Extended: Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence, cause/effect) 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.**
 - Show the students a sentence or sentences with corresponding pictures. Underline or otherwise highlight the target vocabulary word. In this example, the target vocabulary word is *renovate*. Point to the sequence of pictures as you read the sentences.

The wind knocked our tree down during the storm. The tree landed on our roof. It caused a lot of damage, and now we need to renovate the roof.



- Show the students the target vocabulary word, and read it to the students again, this time without the sentences. Ask the students which picture shows the meaning of *renovate*.

Which picture means renovate?



LA 12.V.1 Vocabulary

Prerequisite Extended Skills

- Understand a sequence of events.
- Determine a cause-and-effect relationship.
- Understand synonyms and antonyms.

Key Terms

cause and effect, comparison, context clues, definition, determine, example, phrase meaning, restatement, sentence meaning, word meaning, word position

Additional Resources or Links

List of common synonyms and antonyms:

[Middle-School-Lexicon-Challenge-List.pdf \(universalschool.org\)](https://www.universalschool.org/middle-school-lexicon-challenge-list.pdf)

Sample lesson plans and ideas for teaching context clues:

<https://kirstenskaboodle.com/teaching-context-clues-simple-strategies-that-work/>

English Language Arts—High School

Vocabulary

LA 12.V.2 Vocabulary

LA 12.V.2.a Context and Connotation

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.

Extended: Use context clues to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors, personification, idioms).

Scaffolding Activities for the Extended Indicator

□ Use context clues to identify the meanings of idioms.

- Create a list of sentences using common idioms, and write them on the board. Highlight or underline each idiom in the sentences. Read each idiom to the students.

It's time to hit the hay.

I'm feeling under the weather.

Who spilled the beans about the surprise party?

- Tell the students that these are examples of idioms. An *idiom* is “a phrase that doesn’t literally mean what it says.” Ask the students whether they know the meanings of any idioms in the list. Define any idioms that the students do not know.

It's time to hit the hay. = It's time to go to sleep.

I'm feeling under the weather. = I don't feel well.

Who spilled the beans about the surprise party? = Who told the secret about the surprise party?

- Next, tell the students that they can use context clues, including other words and phrases in texts, to understand the meanings of idioms. Give the students a short text that is two to three sentences. One of the sentences should contain an idiom, while the other sentence or sentences should provide context for the idiom. Underline the idiom in the sentence. Read the sentences to the students.

If you need anything, I'm here twenty-four seven. I can help you whenever you need it. I'm always available.

- Ask the students to give any ideas about what they think the idiom means. Point out clues in the other sentences that can help the students determine what the idiom means. For example, phrases like “help whenever you need it” or “always available” show that the idiom *twenty-four seven* means “at any time.”

LA 12.V.2 Vocabulary

- Continue the lesson by giving the students other idioms with context clues. Help the students identify the meaning of each idiom, using the context clues in the sentences. For additional scaffolding, pair the idioms with pictures or ask the students to select the meaning of each idiom from two choices.

Prerequisite Extended Skills

Understand how to use context clues to identify the meanings of words.

Recognize the use of figurative language.

Key Terms

alliteration, context clue, figurative language, identify, idiom, meaning, metaphor, onomatopoeia, personification, simile

Additional Resources or Links

Lesson plan for teaching how to use context clues to understand idioms:
<https://www.education.com/lesson-plan/el-support-lesson>

Resource for idiom task cards to use in the classroom:
<https://the-teacher-next-door.com/product/free-school-idioms-task-cards>

Resource for English idioms everyone should know:
<https://www.ef.com/wwen/blog/language/20-english-idioms-that-everyone-should-know/>

English Language Arts—High School

Writing

LA 12.W.3 Writing

LA 12.W.3.d Modes of Writing

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.

Extended: Use precise word choice, descriptive details, and/or figurative language to describe experiences, events, ideas, or to tell a story.

Scaffolding Activities for the Extended Indicator

- **Use precise word choice, descriptive details, and/or figurative language to describe experiences, events, ideas, or to tell a story.**
 - Read the students a story with very little detail, and then discuss it with the students. Then, read the students the same story, but add a lot of details to this version. Discuss the second version of the story with the students. Ask the students what is different between the two stories. Explain that the second version of the story is more interesting or easier to understand because of the added details. Tell the students that writers use details to make their stories more interesting and easier to understand.
 - Give the students a fill-in-the-blank story. The story should not have many details. Read the story to the students, and then ask them to fill in the blanks with details that can make the story more interesting. Encourage the students to use precise words and figurative language.

The opening night of the school play is tonight. Merry and Ezra really want to go to the exciting new play. They heard it was as funny as a clown. Merry asks Ezra to go to the play with her. Ezra says he would love to. They make plans to meet after school by the library. Ezra wants to eat dinner at his favorite restaurant before going to the play.
 - Next, give the students a writing topic about something that they have just experienced, such as a school assembly. Ask the students to each create a story about the experience. Then, read or tell their stories to the class. Assist the students in adding details to their stories.
 - For additional scaffolding, ask the students to tell you a story. Draw or use pictures to illustrate the story. Then, ask the students to add details to the story by enhancing the pictures. Create a class book about a shared experience by using the students' ideas. Continue to encourage them to use descriptive details in the story.

LA 12.W.3 Writing

Prerequisite Extended Skills

Understand how to use adjectives in writing.

Understand how to tell the events in a story.

Recognize figurative language in a story.

Recognize descriptive details in a story.

Key Terms

describe, descriptive detail, experience, event, figurative language, idea, precise word choice, tell a story

Additional Resources or Links

Resources for teaching descriptive writing:

https://www.readingrockets.org/strategies/descriptive_writing

Resources for teaching descriptive writing to middle-school students:

<https://justaddstudents.com/descriptive-writing/>

English Language Arts—High School

Writing

LA 12.W.4 Writing

LA 12.W.4.b Modes of Writing

Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.

Extended: Identify a claim made about a given topic.

Scaffolding Activities for the Extended Indicator

☐ Identify a claim made about a given topic.

- Give the students a topic that is based on a current event or familiar subject. Locate an article, story, or other text that makes a claim about this topic. For example, tell the students that they are going to research the topic of attending college after high school. Give the students a source that makes a claim about attending college after high school. In this example, the claim is *People should go to college right after high school.*

A college degree is necessary for many careers. Going to college right after high school means you can get your degree sooner and then start work sooner. You also can go to college with some of your friends who go too. Going to college right after high school is the best way to do it. If you want to go to college, you should start as soon as you can.

- Read the source to the students. Discuss the source and review the topic. Then, create a T-chart or another familiar [graphic organizer](#) with the headings “Yes” and “No” or “Pro” and “Con,” if the students are familiar with those terms.
- Work with the students to find information in the article that would go in either the “Yes” column or “No” column. Read the information in the graphic organizer to the students once it is complete.

Yes	No
necessary for many careers get degree sooner start work sooner	

- Tell the students that using the T-chart can help them identify the claim in the article. Ask the students to identify the claim. Explain that since all the details are in the “Yes” column, the claim in this case is *Yes, people should go to college right after high school.*

Prerequisite Extended Skills

Understand how to state an opinion about something.

Understand implied meanings.

Understand persuasion in a text.

Understand how to use words to compare at least two things.

Key Terms

claim, identify, topic

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Lesson plans on writing reports using text evidence:

<https://www.readwritethink.org/classroom-resources/lesson-plans>

Lesson plans for identifying a claim and supporting evidence:

<https://www.ixl.com/ela/opinions-and-arguments>

English Language Arts—High School

Writing

LA 12.W.4 Writing

LA 12.W.4.c Modes of Writing

Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.

Extended: Use words, phrases, or sentences to connect a claim and supporting evidence.

Scaffolding Activities for the Extended Indicator

□ Use words, phrases, or sentences to connect a claim and supporting evidence.

- Give the students a claim and a piece of supporting evidence to the claim. Read both to the students.

Claim: Eating a lot of fruits and vegetables is the best way to stay healthy.

Evidence: Fruits and vegetables give teenagers a lot of vitamins needed to grow.

- Tell the students that when writing a report, they need to create paragraphs with the information and not a list of facts. One way to do this is by using connecting words or phrases. Explain that connecting words or phrases help the writer put ideas together and makes a report easier to read and understand.
- Show the students a list of common connecting words and phrases. Using one of the words or phrases on the list, show the students how to correctly connect the claim and evidence about eating fruits and vegetables. Highlight or underline the connecting word or phrase. Read the new sentence to the students, pointing to the connecting word or phrase as it is read.

Eating a lot of fruits and vegetables is the best way to stay healthy because fruits and vegetables give teenagers a lot of vitamins needed to grow.

- If appropriate for the students, you may also explain that the subject of the sentence (fruits and vegetables) does not need to be repeated when putting the information together. The subject can be replaced with a generic term such as “they” for a more concise sentence. In this case, highlight or underline “they” and point to the word as it is read.

Eating a lot of fruits and vegetables is the best way to stay healthy because they give teenagers a lot of vitamins needed to grow.

- Repeat the activity with other connecting words or phrases, using either the claim about fruits and vegetables with other pieces of evidence or using a new claim and evidence. Ask the students to create their own sentences using the connecting words or phrases from the initial list.

LA 12.W.4 Writing

Prerequisite Extended Skills

Identify a claim.

Identify evidence to support a claim.

Key Terms

claim, connect, phrase, sentence, supporting evidence, word

Additional Resources or Links

Resource about how to teach students to make a claim:

<https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/>

Resource about teaching students how to support claims with evidence:

<https://www.thecurriculumcorner.com/thecurriculumcorner123/teaching-kids-to-support-claims-with-evidence/>

Article about teaching conjunctions to students:

<https://k12.thoughtfullearning.com/blogpost/3-ways-teach-conjunctions>

English Language Arts—High School

Writing

LA 12.W.6 Writing

LA 12.W.6.b Modes of Writing

Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.

Extended: Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.

Scaffolding Activities for the Extended Indicator

- **Use credible sources to ask and answer questions about a given topic.**
 - Introduce the lesson by discussing the differences between a credible and a noncredible source. Show the students two sources on a given topic, one a credible source (e.g., a government website, a textbook) and one a noncredible source (e.g., a blog, a literary text on a topic). Review each source, and discuss what makes the sources credible or noncredible. Create a T-chart or other graphic organizer for the students to refer back to when looking for credible sources.
 - Give the students a writing topic for a research report and some sentences about the topic. Some of the sentences should be facts and other sentences should be information about the topic but are opinions. Review what makes a source credible or not credible. Remind students that *credible* means “able to be proven.” Credible sources include textbooks, almanacs, and fact books. Sources that are not credible do not provide facts. Sources that are not credible include YouTube, information blogs, and websites based on opinion.
 - After reviewing credible and not credible sources, give the students a familiar topic to write about, such as getting a job. With the students, brainstorm questions that they want to ask about the topic. Write the questions on the board.

How do you get a job?

What kinds of jobs can a high schooler get?

How much do you get paid for a job?

- Next, give the students a variety of sources that they can use to find answers to the questions. Help the students decide which sources are credible and which are not. For example, give the students an article by an expert that explains what to do in a job interview and a personal blog that talks about an experience in a job interview. Tell the students that the article is the credible source to use because it has facts about getting a job and not only opinions or experiences related to getting a job. Assist the students in choosing one or two additional credible sources to use.

LA 12.W.6 Writing

- Then, help the students locate information within the credible sources to answer the questions on the board. Write their answers to the questions on the board.

Prerequisite Extended Skills

Recognize print and digital sources needed for research purposes.

Understand how to ask and answer questions.

Understand how to find key information within a source.

Know characteristics of credible and noncredible sources.

Key Terms

answer questions, ask questions, credible, digital source, identify, information, print source, topic, use

Additional Resources or Links

Strategies for teaching students how to find credible sources for research:

<https://www.teachtci.com/blog/>

**THIS PAGE IS
INTENTIONALLY
BLANK**

