

Grade 3 – Stories Julian Tells

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



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

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

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

Happy piloting!

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

[ELA Companion Resources Survey](#)

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

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

Grade 3, Unit 1 - The Stories Julian Tells

Unit Overview		
Grade	3	Modified Unit Overview
Guidebook Text	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>
Unit Description	We will read <i>The Stories Julian Tells</i> by Ann Cameron and a series of related literary and informational texts to explore the question: How can reading and storytelling be adventures that connect us to diverse people and places? We will express our understanding through an essay that analyzes characters traits and feelings, how characters contribute to events in a story, the lessons characters learn as a result of their actions, and the central message of a story.	Students with significant cognitive disabilities will have access to both the The original and adapted versions of <i>The Stories Julian Tells</i> by Ann Cameron and a series of related literary and informational texts to explore the question: <i>How can reading and storytelling be adventures that connect us to diverse people and places?</i> We will express our understanding through an essay that analyzes characters traits and feelings, how characters contribute to events in a story, the lessons characters learn as a result of their actions, and the central message of a story.
Essential Question	How can reading and storytelling be adventures that connect us to diverse people and places?	<i>How can reading and storytelling be adventures that connect us to diverse people and places?</i>

Culminating Task

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

To answer this question:

- Identify how each character's actions contribute to chapter events.
- Review the outcomes/consequences that each character faces as a result of their actions.
- Determine the lessons each character learns or teaches as a result of their actions.
- Compare those lessons to determine what they have in common.
- Describe a central message or lesson that can be learned by reading *The Stories Julian Tells*.

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian, Huey, and their father. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Create a permanent product to demonstrate how a central message is conveyed through Julian's actions in *The Stories Julian Tells*.

To answer this question:

- Identify how the character's actions contribute to chapter events.
- Review the outcomes/consequences that Julian faces as a result of his actions.
- Determine the lessons Julian learns as a result of his actions
- Describe a central message or lesson that can be learned by reading *The Stories Julian Tells*.

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

- [LC.RL.3.1a](#) Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
- [LC.RL.3.2a](#) Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
- [LC.RL.3.3a](#) Explain how characters' actions contribute to the sequence of events/plot.

Assessment Overview

Guidebook Assessment		Modified Assessment Overview	
<p>Culminating Writing Task</p>	<p>Students write a multiparagraph essay in response to the question: What is a central message or lesson can we learn by reading <i>The Stories Julian Tells</i>?</p>	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grade 3 writing rubric 	<p>What is a central message that is conveyed through Julian's actions in <i>The Stories Julian Tells</i>?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Identify how Julian’s actions contribute to chapter events. ● Review the outcomes/consequences that Julian faces as a result of their actions. ● Determine the lessons Juliana learns or teaches as a result of their actions. ● Compare those lessons to determine what they have in common. ● Describe a central message or lesson that can be learned by reading <i>The Stories Julian Tells</i>. <p>Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p> <ul style="list-style-type: none"> ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.

			<ul style="list-style-type: none"> ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.
Cold-Read Task	Students read "I Wish for Smokey the Bear," "Superboy and Me," and "Huey Makes the Leap" from <i>More Stories Julian Tells</i> . Then students answer a combination of questions.	<ul style="list-style-type: none"> ● Assessment ● Answer key ● Answer sheet ● Grade 3 writing rubric 	<i>This will be optional.</i>
Extension Task	Students write a story based on the illustrations in <i>The Red Book</i> . Then they present and/or record and play their story using visual displays and develop a set of questions to ask the audience.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Presentation rubric ● Narrative writing rubric 	<i>This will be optional.</i>

Section Overview

Section Number	Section 1	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of The Stories Julian Tells
Assessment	<p>Students will complete a graphic organizer to determine how a character’s traits and feelings contribute to the events in a story.</p> <p>Culminating task connections: Students demonstrate their understanding of character traits and actions in <i>The Bee Tree</i> and how they contribute to major events in the story. This prepares students to analyze how a character’s actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the characters’ actions and feelings? ● How well does the student analyze how Grampa and Mary Ellen’s actions contribute to the events of the story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the difference between literal and non-literal language? ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	<p>Students create lists to describe the character traits and how they contribute to the events in a story.</p> <p>Culminating task connections: Students demonstrate their understanding of character traits and actions in the adapted version of <i>The Bee Tree</i> and how they contribute to major events in the story. This prepares students to analyze how a character’s actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write an essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the characters’ actions and feelings? ● How well does the student analyze how Grampa and Mary Ellen’s actions contribute to the events of the story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? ● How well does the student organize evidence to demonstrate an understanding of texts and topics? ● How well does the student support claims and develop ideas?

Section Length	4 lessons		4 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Stories Julian Tells</i> ● Essential Element Cards - Grades 3 - 5 Literature ● Louisiana Connectors ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support
	<ul style="list-style-type: none"> ● none 	<ul style="list-style-type: none"> ● none 	
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview		
Lesson Number	Lesson 1: The Bee Tree and Semantic Maps	Modified Lesson Overview
Description	In this lesson, students read <i>The Bee Tree</i> by Patricia Polacco and practice reading fluently. Students also complete a semantic map to determine the meaning of words in context.	<p>In this lesson, students read <i>The Bee Tree</i> by Patricia Polacco (and an adapted text as needed) and practice reading fluently. Students also complete a semantic map to determine the meaning of words in context.</p> <ul style="list-style-type: none"> ● Determine the meaning of literal and nonliteral words and phrases as they are used in a text. (LC.RL.3.4a) ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10)

Let's Express Our c Understanding	Work with your group to complete the semantic map for the word "streaked."		As a whole group, the students will work with the teacher to complete the semantic map for the word "streaked."
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Mary Ellen's excitement about chasing after the bee? ● Can students identify appropriate places to take long and short pauses while reading fluently aloud? 		<ul style="list-style-type: none"> ● Can students explain Mary Ellen's excitement about chasing after the bee? ● Can students identify appropriate places to take long and short pauses while reading fluently aloud?
Text(s)	<i>The Bee Tree</i> by Patricia Polacco		<i>The Bee Tree</i> by Patricia Polacco
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky notes (2 different colors, 20 of each color) ● Semantic map handout ● Reading log ● Teacher Talk Moves ● Conversation Stems tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Bee Tree</i> ● Group role cards (optional) ● Student-friendly definitions ● Choral Reading/Echo Reading 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Bee Tree</i> by Patricia Polacco ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Highlighters ● Determine the meaning of literal and nonliteral words and phrases as they are used in a text. (LC.RL.3.4a) <p>Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10)</p> <ul style="list-style-type: none"> ● Essential Elements Cards: <ul style="list-style-type: none"> ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text

			<ul style="list-style-type: none"> ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 2: Literal vs. Nonliteral Meanings and Sequencing Events	Modified Lesson Overview
Description	In this lesson, students reread <i>The Bee Tree</i> to determine the literal and non-literal meaning of words from the text. Students then work in pairs to recount the major events from the story in chronological order using temporal words.	<p>In this lesson, students reread <i>The Bee Tree</i> to determine the literal and non-literal meaning of words from the text. Students will create a list of events from the story.</p> <ul style="list-style-type: none"> ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) ● Determine the meaning of literal and nonliteral words and phrases as they are used in a text. (LC.RL.3.4a)
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Write the main events of <i>The Bee Tree</i> in order on your graphic organizer. Use temporal words to connect the events. 	<ul style="list-style-type: none"> ● Put the main events of <i>The Bee Tree</i> in order on your graphic organizer.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the main events of the story in chronological order? ● Can students accurately use temporal phrasing to show sequence? 		<ul style="list-style-type: none"> ● Can students identify the main events of the story? ● Can students accurately use temporal phrasing to show sequence?
Text(s)	<i>The Bee Tree</i> by Patricia Polacco		<i>The Bee Tree</i> by Patricia Polacco
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Index cards ● Literal and nonliteral illustrations graphic organizer ● A sequence of events graphic organizer ● Conversation stems tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Bee Tree</i> ● Choral Reading/Echo Reading 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>The Bee Tree</i> by Patricia Polacco ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) ● Determine the meaning of literal and nonliteral words and phrases as they are used in a text. (LC.RL.3.4a) ● Vocabulary words and student-friendly definitions ● ESsential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 3: Writing with Conjunctions and Character Contributions to Actions	Modified Lesson Overview
Description	In this lesson, students deepen their understanding of the events and characters in <i>The Bee Tree</i> by adding character contributions to their sequence of events graphic organizer handout. Students also combine clauses using subordinating conjunctions to understand how the characters' actions contribute to the development of the story.	<p>In this lesson, students deepen their understanding of the events and characters in <i>The Bee Tree</i> by adding character contributions to their sequence of events graphic organizer handout. Students also understand how the characters' actions contribute to the development of the story.</p> <ul style="list-style-type: none"> ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)
Let's Express Our Understanding	With a partner, complete the sequence of events chart by identifying what Grampa and Mary Ellen did to make each event happen.	Work with a partner/class to complete the sequence of events chart by identifying what Grampa and Mary Ellen did to make each event happen.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Grampa and Mary's actions contribute to the events in the story? 	<ul style="list-style-type: none"> ● Can students identify how Grampa and Mary's actions contribute to the events in the story?

	<ul style="list-style-type: none"> • Can students choose conjunctions that fit the relationship between two clauses? 	<ul style="list-style-type: none"> • Can students choose conjunctions that fit the relationship between two clauses?
Text(s)	<i>The Bee Tree</i> by Patricia Polacco	<i>The Bee Tree</i> by Patricia Polacco
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sequence of Events graphic organizer handout (used in previous lesson) • Subordinating Conjunctions handout • Conversation stem tool • Teacher Talk Moves <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of The Bee Tree • Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>The Bee Tree</i> by Patricia Polacco • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Louisiana Connectors • Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) • Vocabulary words and student-friendly definitions • ESsential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details

			<ul style="list-style-type: none"> ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 4: Character Traits and Feelings	Modified Lesson Overview
Description	In this lesson, students begin to track characterization of Mary Ellen and Grampa through their traits, feelings, and contributions to events on a character chart. Students also identify the evidence from the text that supports their understanding.	In this lesson, students begin to track characterization of Mary Ellen and Grampa through their traits, feelings, and contributions to events on a character chart. Students also identify the evidence from the text that supports their understanding. <ul style="list-style-type: none"> ● Describe a character's traits in a story using details from the text and illustrations (LC.RL.3.3b)
Let's Express Our Understanding	Work with your partner to fill in the remaining boxes for Grampa on the feelings, traits, and contributions chart. <ul style="list-style-type: none"> ● Use your sequence of events chart handout to help you identify Grampa's feelings, traits, and contributions. ● Make sure to include details from the text to support your ideas. 	Work as a class to fill in the remaining boxes for Grampa on the feelings, traits, and contributions chart. <ul style="list-style-type: none"> ● Use your sequence of events chart handout to help you identify Grampa's feelings, traits, and contributions. ● Make sure to include details from the text to support your ideas.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that a character's contribution to a text is shaped by his feelings and traits? ● Can students refer to specific parts of the text that support 	<ul style="list-style-type: none"> ● Can students explain that a character's contribution to a text is shaped by his feelings and traits? ● Can students select specific parts of the text that

	their ideas of traits, feelings and contributions?	support their ideas of traits, feelings and contributions?
Text(s)	<i>The Bee Tree</i> by Patricia Polacco	<i>The Bee Tree</i> by Patricia Polacco
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The Character Feelings, Traits, and Contributions Chart handout • Sequence of Events graphic organizer handout (used in previous lesson) • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>The Bee Tree</i> • Conversation stems tool
		<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>The Bee Tree</i> by Patricia Polacco • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Louisiana Connectors • Describe a character's traits in a story using details from the text and illustrations (LC.RL.3.3b) • Essential Elements Cards—Grades 3-5 Literature <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports

			<ul style="list-style-type: none"> ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 2	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of The Stories Julian Tells

<p>Assessment</p>	<p>Students write a response to the question: “What is the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>? Explain using key details from the story to support your answer.”</p> <p>Culminating task connections: Students will use key details gained from the words and illustrations in <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce to determine the central message. This prepares students to analyze how illustrations can reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the changes in Mr. Lessmore from the beginning to the end of the story? ● How well does the student identify how the other characters change in the story because of books? ● How well does the student understand the central message that books can bring joy and connect people? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student use key details and illustrations to determine the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>? ● How well can students determine the meanings of new words using context clues? ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	<p>Students write a 3-5 sentence response to the question: “What is the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>?”</p> <p>Culminating task connections: Students will use key details gained from the words and illustrations in <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce to determine the central message. This prepares students to analyze how illustrations can reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the changes in Mr. Lessmore from the beginning to the end of the story? ● How well does the student identify how the other characters change in the story because of books? ● How well does the student understand the central message that books can bring joy and connect people? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student use key details and illustrations to determine the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>? ● How well can students determine the meanings of new words using context clues? ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?
<p>Section Length</p>	<p>4 lessons</p>	<p>4 lessons</p>

Additional Supports for Diverse Learners	Before the Section:	During the Section:	Additional Supports for SWSCDs:
	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Original and adapted versions of <i>The Stories Julian Tells</i> • Student Response Modes – ELA • IEP Goals • Assistive Technology • Sentence stems/text evidence sentence starters • English Language Arts Guidebook Reading Support • Louisiana Connectors • Essential Elements Cards—Grades 3-5 Literature
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview		
Lesson Number	Lesson 5: The Fantastic Flying Books of Mr. Morris Lessmore and Using Context Clues to Determine Meaning	Modified Lesson Overview
Description	In this lesson, students follow along with a read aloud of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce. Students also determine the meanings of unfamiliar vocabulary using context clues and practice sequencing the major events and character contributions to events in partnerships.	In this lesson, students follow along with a read aloud of (and as needed an adapted version) <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce. Students will practice sequencing the major events and character contributions to events in partnerships. <ul style="list-style-type: none"> • Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)
Let's Express Our Understanding	<ul style="list-style-type: none"> • Conduct a whole class discussion to answer the question: "How did different characters contribute to the events in the story?" 	Conduct a whole class discussion to answer the question: "How did different characters contribute to the events in the story?"

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain through a whole class discussion why the lady gave Mr. Morris Lessmore her favorite book, and why he started giving books to the townspeople? ● Can students provide evidence such as details and examples from the text during a discussion using conversation stems? 		<ul style="list-style-type: none"> ● Can students explain through a whole class discussion why the lady gave Mr. Morris Lessmore her favorite book, and why he started giving books to the townspeople? ● Can students provide evidence such as details and examples from the text during a discussion using conversation stems?
Text(s)	<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce		<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sequence of Events Organizer ● Accountable Talk ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Louisiana Connectors ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text

			<ul style="list-style-type: none"> ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 6: How Illustrations Affect Meaning	Modified Lesson Overview
Description	In this lesson, students practice discussing the meaning of key illustrations throughout <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> in partnerships. Students will select the three most important pictures and share their findings in a whole class discussion of the illustrations and their meanings.	In this lesson, students practice discussing illustrations throughout <i>The Fantastic Flying Books of Mr. Morris Lessmore (and as needed an adapted version)</i> in partnerships. Students will select three pictures and describe how they help tell what's happening in the story. <ul style="list-style-type: none"> ● Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b)
Let's Express Our Understanding	Conduct a whole class discussion to answer the following question: "Which images from <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> add most to our understanding of the story?"	Conduct a whole class discussion to answer the following question: "Which images from <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> add most to our understanding of the story?"

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the three most important illustrations they selected, and why they picked them? • Can students provide evidence such as details and examples from the text during a discussion using conversation stems? 		<ul style="list-style-type: none"> • Can students explain the three most important illustrations they selected, and why they picked them? • Can students provide evidence such as details and examples from the text during a discussion using conversation stems?
Text(s)	<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce		<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sticky notes • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> • Conversation stems tool 	<p>Additional Materials/Supports for SWCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce • Adapting Lesson Plans • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Words, phrases, and sentences representing key events and interactions with characters
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Lesson Overview		
Lesson Number	Lesson 7: Central Message	Modified Lesson Overview
Description	In this lesson, students then begin to identify the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> through a guided class discussion. Students will then record their ideas in their Reading Log.	<p>In this lesson, students then begin to identify the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> through a guided class discussion. Students will then record their ideas in their Reading Log.</p> <ul style="list-style-type: none"> ● Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a)
Let's Express Our Understanding	Answer the following question in your reading log: "What message does <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> teach about reading books?"	Draw a picture or write a two sentence response that answers the following question in your reading log: "What message does <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> teach about reading books?"

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that books can bring joy and color into people’s lives while also connecting them to other people? ● Can students provide a clear central message statement in their writing? 	<ul style="list-style-type: none"> ● Can students explain that books can bring joy and color into people’s lives while also connecting them to other people? ● Can students provide a clear central message statement in their writing? 	
Text(s)	<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> ● Conversation stems tool ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Words, phrases, and sentences representing key events and interactions with characters
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Lesson Overview		
Lesson Number	Lesson 8: Details that Convey Central Message	Modified Lesson Overview
Description	In this lesson, students identify details that convey the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> . Students will also record their thinking in their Reading Log using evidence from the text.	In this lesson, students identify details that convey the central message of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> . Students will also record their thinking in their Reading Log using evidence from the text. <ul style="list-style-type: none"> ● Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a)
Let's Express Our Understanding	Answer the following question in your reading log: <ul style="list-style-type: none"> ● "What is the central message of The Fantastic Flying Books of Mr. Morris Lessmore?" ● Explain using key details from the story to support your answer. 	Answer with words or pictures to answer the following question in your reading log: <ul style="list-style-type: none"> ● "What is the central message of The Fantastic Flying Books of Mr. Morris Lessmore?" ● Explain using key details from the story to support your answer.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students select key details that show how characters find joy and change because of books? ● Can students provide evidence such as details and examples from the story in their writing? 	<ul style="list-style-type: none"> ● Can students select key details that show how characters find joy and change because of books? ● Can students provide evidence such as details and examples from the story in their writing?
Text(s)	<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Central Message and Details Graphic Organizer handout ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> ● Conversation stems tool ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) <p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce George Selden ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Words, phrases, and sentences representing key events and interactions with characters
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Section Overview		
Section Number	Section 3	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of The Stories Julian Tells
Assessment	<p>Students will deliver a well organized presentation about their selected country's library system.</p> <p>Culminating task connections: Students demonstrate their ability to identify the main idea and details from a text. Students also organize their research into a well organized presentation. Citing evidence from multiple sections of a text helps students prepare for the literary task.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student include key facts about libraries from around the world in their presentation? 	<p>Students will create a list of characteristics about their selected country's library system.</p> <p>Culminating task connections: Students demonstrate their ability to identify the main idea and details from a text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student include key facts about libraries from around the world in their presentation? ● How well does the student use text features to help identify the main idea and key details?

	<ul style="list-style-type: none"> How well does the student use text features to help identify the main idea and key details? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student effectively engage in group discussions about a range of topics? How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	
Section Length	5 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> none 	<p>During the Section:</p> <ul style="list-style-type: none"> none 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Student Response Modes – ELA IEP Goals Assistive Technology Sentence stems/text evidence sentence starters English Language Arts Guidebook Reading Support Word lists (e.g., passage-specific words and high frequency words) Louisiana Connectors Diverse Learner’s Guide <ul style="list-style-type: none"> Section 3 of Grade 3 The Stories Julian Tells Essential Elements Cards—Grades 3-5 Literature
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

Lesson Number	Lesson 9: My Librarian is a Camel and Main Idea		Modified Lesson Overview
Description	<p>In this lesson, students follow along with a read aloud of “Australia” and practice identifying key details and main idea of the chapter. Students then begin research different library systems of a country of their choosing.</p>		<p>In this lesson, students follow along with a read aloud of “Australia” (or as needed an adapted version) and practice identifying key details and main idea of the chapter.</p> <ul style="list-style-type: none"> ● Identify key details in an informational text. (LC.W.3.8e) ● Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2b) ● Determine the main idea of a text; recount the key details and explain how they support the main idea. (LC.RI.3.2b)
Let’s Express Our Understanding	<p>Take turns reading a paragraph from your chapter aloud with your group.</p> <ul style="list-style-type: none"> ● Discuss the key details and main idea of your chapter. ● Write your notes on your main idea and details chart handout. 		<p>The teacher/students will take turns reading a paragraph from the chapter or listen as a partner or teacher reads the chapter aloud.</p> <ul style="list-style-type: none"> ● Discuss the key details and main idea of the chapter. ● Write notes about the main idea and details chart handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the main idea and key details that explain how the children in Australia receive books? ● Can students provide evidence such as details and examples from the text during a group discussion? 		<ul style="list-style-type: none"> ● Can students identify the main idea and key details that explain how the children in Australia receive books? ● Can students provide evidence such as details and examples from the text during a group discussion?
Text(s)	<p><i>My Librarian is a Camel</i> by Margriet Ruurs</p>		<p><i>My Librarian is a Camel</i> by Margriet Ruurs</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Main Idea and Details chart ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>My Librarian is a Camel</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of My Librarian is a Camel</i> by Margriet Ruurs ● Adapting Lesson Plans

- [Choral Reading/Echo Reading](#)

- [Student Response Modes](#) based off of specific exceptionalities
- [Diverse Learners Guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- [Louisiana Connectors](#)
- Identify key details in an informational text. ([LC.W.3.8e](#))
- Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ([LC.SL.3.2b](#))
- Determine the main idea of a text; recount the key details and explain how they support the main idea. ([LC.RI.3.2b](#))
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

			<ul style="list-style-type: none">○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview

Lesson Number	Lesson 10: Using Text Features		Modified Lesson Overview
Description	<p>In this lesson, students learn to gather more information about their country of research from the text features. Students will also discuss with their groups how the text features help develop the main idea of their chapter.</p>		<p>In this lesson, students learn to gather more information about the library system of different countries. Students will continue discussing and identifying the main ideas of each chapter.</p> <ul style="list-style-type: none"> ● Identify key details in an informational text. (LC.W.3.8e) ● Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2b) ● Determine the main idea of a text; recount the key details and explain how they support the main idea. (LC.RI.3.2b)
Let's Express Our Understanding	<p>Answer the following question in your reading log:</p> <ul style="list-style-type: none"> ● How do the text features in <i>My Librarian is a Camel</i> help you better understand how books are brought to children around the world? 		<p>Answer using pictures or words to answer the following question in your reading log:</p> <ul style="list-style-type: none"> ● How do the text features in <i>My Librarian is a Camel</i> help you better understand how books are brought to children around the world?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how books are brought to children around the world? ● Can students provide evidence such as details and examples from the text features provided in the text? 		<ul style="list-style-type: none"> ● Can students explain how books are brought to children around the world? ● Can students provide evidence such as details and examples from the text features provided in the text?
Text(s)	<i>My Librarian is a Camel</i> by Margriet Ruurs		<i>My Librarian is a Camel</i> by Margriet Ruurs
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Main Idea and Details chart ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>My Librarian is a Camel</i> ● Conversation stems tool ● Writing/Grammar mini- 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of My Librarian is a Camel</i> by Margriet Ruurs ● Adapting Lesson Plans

lesson (see teaching notes for possible approaches)

- [Student Response Modes](#) based off of specific exceptionalities
- [Diverse Learners Guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- [Louisiana Connectors](#)
- Identify key details in an informational text. ([LC.W.3.8e](#))
- Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ([LC.SL.3.2b](#))
- Determine the main idea of a text; recount the key details and explain how they support the main idea. ([LC.RI.3.2b](#))
- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping

			<ul style="list-style-type: none"> ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview			
Lesson Number	Lesson 11: Turning Research Notes into Presentation Note Cards		Modified Lesson Overview
Description	In this lesson, students organize their research notes onto presentation note cards. Students also practice presenting information about their countries of research.		Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ Take turns practicing a strong presentation with a partner from your research group. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the attributes of a strong presentation and effectively engage in a group discussions? ● Can students provide evidence such as details and examples from their research during their presentation? 		
Text(s)	<i>My Librarian is a Camel</i> by Margriet Ruurs		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Six Index Cards ● Completed Main Idea and Details chart ● Presentation Rubric Scoring Tool ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>My Librarian is a Camel</i> ● Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 12: Jigsaw presentations and taking notes		Modified Lesson Overview
Description	In this lesson, students present on their countries of research in jigsaw groups. Students also take notes on group members' presentations.		Task is Optional
Let's Express Our Understanding	Give a strong presentation about your country's library system to your small group. <ul style="list-style-type: none"> ● Listen actively and take notes while your group members present. Give feedback to presenters using the rubric scoring tool.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students deliver a strong presentation about their country to their group? ● Can students provide evidence such as details and examples from the text during their presentation? 		
Text(s)	<i>My Librarian is a Camel</i> by Margriet Ruurs		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● One blank main idea and details chart for each group member's country presentation ● One rubric for each presenter in your group ● Completed presentation note cards ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>My Librarian is a Camel</i> ● Conversation stems tool ● Jigsaw One-pager 	

Lesson Overview

Lesson Number	Lesson 13: Comparing and Contrasting		Modified Lesson Overview
Description	<p>In this lesson, students compare and contrast two different countries' library systems using a venn diagram. Students also practice writing a brief guided compare-contrast essay about the two library systems.</p>		<p>In this lesson, students compare and contrast two different countries' library systems using a venn diagram. Students will use their research guides to select information about the countries to place in the venn diagram.</p> <ul style="list-style-type: none"> ● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a) ● Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.1b) ● Read or be read to and recount self-selected informational texts or adapted texts. (LC.RI.3.10)
Let's Express Our Understanding	<p>Work with your partner to complete the comparing and contrasting libraries handout.</p>		<p>Work as a class or with a partner to complete the comparing and contrasting libraries handout.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the difference and similarities between two countries' library systems? ● Can students provide evidence such as details and examples from the text in their essay? 		<ul style="list-style-type: none"> ● Can students explain the difference and similarities between two countries' library systems? ● Can students provide evidence such as details and examples from the text in their essay?
Text(s)	<p><i>My Librarian is a Camel</i> by Margriet Ruurs</p>		<p><i>My Librarian is a Camel</i> by Margriet Ruurs</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Completed Main Idea and Details Charts ● A Country Venn Diagram. ● A Comparing and Contrasting Libraries handout. ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>My Librarian is a Camel</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of My Librarian is a Camel</i> by Margriet Ruurs ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions essential for student understanding of key concepts● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RI.3.1a)● Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.1b)● Read or be read to and recount self-selected informational texts or adapted texts. (LC.RI.3.10)● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping |
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			<ul style="list-style-type: none">○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Vocabulary words and student-friendly definitions
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Section Overview

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>
Assessment	<p>Students write a response to the question: “What central message does the story teach about using your imagination?”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and character actions in “<i>A Pudding Like a Night on the Sea</i>” from <i>The Stories Julian Tells</i> by Ann Cameron and how they contribute to events. This prepares students to analyze how a character's actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student establish the main events in a story? ● How well does the student analyse the character actions that lead to that event? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students determine the difference between literal and non-literal language? 	<p>Students write a 3-5 sentence response to the question: “What central message does the story teach about using your imagination?”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and character actions in “<i>A Pudding Like a Night on the Sea</i>” from <i>The Stories Julian Tells</i> by Ann Cameron and how they contribute to events. This prepares students to analyze how a character's actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. This prepares students to write an essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the main events in a story? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students determine the difference between literal and non-literal language? ● How well can students acquire new vocabulary words <i>chirped</i> and <i>streaked</i>?

	<ul style="list-style-type: none"> ● How well can students acquire new vocabulary words <i>chirped</i> and <i>streaked</i>. ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	<ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 	
Section Length	4 lessons	4 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary <ul style="list-style-type: none"> ■ Vocabulary Task for catalog ■ ignorant 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ “She said we were dirty enough that she could grow plants on our hands and knees.” ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 14 and 16 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Stories Julian Tells</i> ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● Sentence stems/text evidence sentence starters ● English Language Arts Guidebook Reading Support ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 The Stories Julian Tells
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this</p>			

document as needed when implementing each lesson.

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 14: “The Pudding Like a Night on the Sea,” Nonliteral Language and Character Motivations	Modified Lesson Overview
Description	In this lesson, students listen to the chapter, “The Pudding Like a Night on the Sea.” Students also discuss how character motivations in the text lead to character actions.	In this lesson, students listen to the chapter (and as needed an adapted version), “The Pudding Like a Night on the Sea.” Students also discuss how character motivations in the text lead to character actions. <ul style="list-style-type: none"> ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a)
Let’s Express Our Understanding	Reread the pages in each row with your partner. <ul style="list-style-type: none"> ● Work with your partner to identify each character motivation and the action that connects to it on those pages. ● Record your ideas on your chart. 	Reread the pages with a partner or as a class. <ul style="list-style-type: none"> ● Work together to identify each character’s motivation and the action that connects to it on those pages. ● Record your ideas on your chart.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Julian’s and Huey’s motivations for tasting the pudding and then hiding under the bed? ● Can students provide evidence such as details and examples from the text on their Motivations and Actions handout? 	<ul style="list-style-type: none"> ● Can students explain Julian’s and Huey’s motivations for tasting the pudding and then hiding under the bed? ● Can students provide evidence such as details and examples from the text on their Motivations and Actions handout?
Text(s)	“A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i>	“A Pudding Like the Night on the Sea” from <i>The Stories Julian</i>

	by Ann Cameron		<i>Tells</i> by Ann Cameron
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Motivations and Actions Chart handout ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: “A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 15: Multiple meanings of words and central message	Modified Lesson Overview
Description	In this lesson, students recount the story “The Pudding Like a Night on the Sea.” Students also discuss the central message of the story.	In this lesson, students recount the story “The Pudding Like a Night on the Sea.” Students also discuss the central message of the story. <ul style="list-style-type: none"> ● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures (LC.RL.3.2a) ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a)
Let’s Express Our Understanding	Answer the following question in your reading log: What central message does the story teach about fixing mistakes?	Use pictures or words to answer the following question in your reading log: What central message does the story teach about fixing mistakes?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central message that it is important to fix the mistakes that you make? 	<ul style="list-style-type: none"> ● Can students explain the central message that it is important to fix the mistakes that you make?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<p>“A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron</p>	<p>“A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>The Stories Julian Tells</i> • Conversation stems tool • Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: “A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 The Stories Julian Tells • Images, phrases, sentences representing key concepts covered in the lesson • Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures (LC.RL.3.2a) • Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 16: Tracking character traits, motivations, and contributions across stories.	Modified Lesson Overview
Description	In this lesson, students begin listing character traits, motivations, and contributions from “The Pudding Like a Night on the Sea.” Students also listen to a read aloud of “Catalog Cats”.	In this lesson, students begin listing character traits, motivations, and contributions from “The Pudding Like a Night on the Sea.” Students also listen to a read aloud of “Catalog Cats”. <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a)
Let’s Express Our Understanding	Work with your partner to collect new details and evidence from “Catalog Cats” that show character traits, motivations, and contributions for: <ul style="list-style-type: none"> ● Julian ● Huey ● Father 	Work as a class to collect new details and evidence from “Catalog Cats” that show character traits, motivations, and contributions for: <ul style="list-style-type: none"> ● Julian ● Huey ● Father

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Julian is imaginative and sneaky when he tries to trick Huey? ● Can students explain that Huey is sensitive for crying and disappointed when he finds out catalog cats are not real? ● Can students explain that the father is also imaginative, and is caring when he makes Huey feel better? ● Can students provide evidence such as details and examples from the text on their Traits, Motivations, and Contributions Chart ? 	<ul style="list-style-type: none"> ● Can students explain how Julian is imaginative and sneaky when he tries to trick Huey? ● Can students explain that Huey is sensitive for crying and disappointed when he finds out catalog cats are not real? ● Can students explain that the father is also imaginative, and is caring when he makes Huey feel better? ● Can students provide evidence such as details and examples from the text on their Traits, Motivations, and Contributions Chart ? 	
Text(s)	"A Pudding Like the Night on the Sea" from <i>The Stories Julian Tells</i> by Ann Cameron	"A Pudding Like the Night on the Sea" from <i>The Stories Julian Tells</i> by Ann Cameron	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Traits, Motivations, and Contributions Chart handout ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: "A Pudding Like the Night on the Sea" from <i>The Stories Julian Tells</i> by Ann Cameron ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers

			<ul style="list-style-type: none"> ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 17: Jigsaw Sharing and Central Message	Modified Lesson Overview
Description	In this lesson, students share their research on character traits, motivations, and contributions from the previous lesson. Students also discuss the central message of “Catalog Cats” in a whole-class discussion.	<p>In this lesson, students will discuss the central message of “Catalog Cats” in a whole-class discussion.</p> <ul style="list-style-type: none"> ● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. (LC.RL.3.2a)
Let’s Express Our Understanding	Answer the following question in your reading log: What central message does the story teach about using your imagination?	Answer the following question in your reading log: What central message does the story teach about using your imagination?

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the central message of the story is that we can use our imaginations to create problems or to solve problems? ● Can students provide evidence such as details and examples from the text in their writing? 		<ul style="list-style-type: none"> ● Can students explain that the central message of the story is that we can use our imaginations to create problems or to solve problems? ● Can students provide evidence such as details and examples from the text in their writing?
Text(s)	“A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron		“A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Completed traits, motivations, and contributions chart on Julian, Huey, or Father ● A packet of blank note taking chart handouts ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● Conversation stems tool ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: “A Pudding Like the Night on the Sea” from <i>The Stories Julian Tells</i> by Ann Cameron ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. (LC.RL.3.2a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding <ul style="list-style-type: none"> ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Section Overview		
Section Number	Section 5	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>
Assessment	<p>Students write a response to the question: “What are some other ways that “Catalog Cats” helps readers understand “Our Garden”?”</p> <p>Culminating task connections: Students demonstrate their understanding of the connections between “Catalog Cats” and “Our Garden” from <i>The Stories Julian Tells</i> by Ann Cameron. This prepares students to analyze how multiple sections of a text can reveal the central message.</p>	<p>Students write a response to the question: “What are some other ways that “Catalog Cats” helps readers understand “Our Garden”?”</p> <p>Culminating task connections: Students demonstrate their understanding of the connections between “Catalog Cats” and “Our Garden” from <i>The Stories Julian Tells</i> by Ann Cameron. This prepares students to analyze how multiple sections of a text can reveal the central message.</p>

	<p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. . This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the connections between “Catalog Cats” and “Our Garden”? ● How well does the student explain how “Catalog Cats” affects the understanding of “Our Garden?” <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students read fluently to comprehend grade-level literary texts? ● How well do students respond to questions to demonstrate understanding of texts and topics? ● How well do students gather and record details and evidence from the text? 	<p>Students also demonstrate their ability to identify main events, and refer back to the text to support answers. . This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the connections between “Catalog Cats” and “Our Garden”? ● How well does the student explain how “Catalog Cats” affects the understanding of “Our Garden?” <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students respond to questions to demonstrate understanding of texts and/or topics? ● How well do students gather and record details and evidence from the text?
Section Length	2 lessons	1 lesson
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● none <p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ “When I met Gloria, we spent the afternoon 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Stories Julian Tells</i> ● Student Response Modes – ELA ● Sentence stems/Text evidence sentence starters ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature

		<p>playin g togeth er.”</p> <ul style="list-style-type: none"> ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 18 ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task for Lesson... <ul style="list-style-type: none"> ■ Excerpt from <i>“The Pudding Like a Night on the Sea”</i> 	
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

Lesson Number	Lesson 18: “Our Garden” and Identifying Connections Between Sections and Parts		Modified Lesson Overview
Description	In this lesson, students read along while the teacher reads “Our Garden.” Students also identify how parts of this chapter connect to and build off of sections from “Catalog Cats.”		In this lesson, students read along while the teacher reads “Our Garden.” Students also identify how parts of this chapter connect to and build off of sections from “Catalog Cats.” <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a)
Let’s Express Our Understanding	Students will participate in a whole class discussion to answer the question: “How does the quotation from ‘Our Garden’ connect to and build off of the quotation from ‘Catalog Cats’?”		Students will participate in a whole class discussion to answer the question: “How does the quotation from ‘Our Garden’ connect to and build off of the quotation from ‘Catalog Cats’?”
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the quotation from “Our Garden” builds off of the quotation from “Catalog Cats” because it shows Julian working hard in his garden and imagining the catalog cats with him as he works hard. ● Can students provide evidence such as details and examples from the text during a discussion? 		<ul style="list-style-type: none"> ● Can students explain using pictures or words that the quotation from “Our Garden” builds off of the quotation from “Catalog Cats” because it shows Julian working hard in his garden and imagining the catalog cats with him as he works hard. ● Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	“Catalog Cats” and “Our Garden” from <i>The Stories Julian Tells</i>		“Catalog Cats” and “Our Garden” from <i>The Stories Julian Tells</i>
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky Notes ● Reading Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Catalog Cats” and “Our Garden” from The Stories Julian Tells</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Explain how characters' actions contribute to the

			<p>sequence of events/plot. (LC.RL.3.3a)</p> <ul style="list-style-type: none">● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview

Lesson Number	Lesson 19: Formulating an opinion statement and gathering reasons to support	Modified Lesson Overview
Description	In this lesson, students learn what an opinion statement is and begin gathering reasons to support an opinion statement.	Task is Optional
Let's Express Our Understanding	What are some other ways that "Catalog Cats" helps readers understand "Our Garden"?	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain additional ways that "Catalog Cats" helps readers understand "Our Garden"? • Can students provide evidence such as details and examples from the text in their written response? 	
Text(s)	"Catalog Cats" and "Our Garden" from <i>The Stories Julian Tells</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Prewriting Reasons chart • Teacher Talk Moves <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of <i>The Stories Julian Tells</i> • Conversation stems tool • Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	

Section Overview

Section Number	Section 6	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>

<p>Assessment</p>	<p>Students write a response to the question: “How has Julian changed across the chapters “The Pudding like a Night on the Sea,” “Catalog Cats,” and “Because of Figs”?”</p> <p>Culminating task connections: Students demonstrate their understanding of Julian has changed across chapters because he is becoming more responsible and he has started to solve his own problems.</p> <p>Students also demonstrate their ability to form an opinion about a character’s actions and motivations, and refer back to the text to support answers. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student form an opinion about how Julian has changed? ● How well does the student explain that Julian is show more responsibility and solving his own problems? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students read fluently to comprehend grade-level literary texts? ● How well do students respond to questions to demonstrate understanding of texts and topics? ● How well do students gather and record details and evidence from the text? 	<p>Students write a response using pictures or words to answer the question: “How has Julian changed across the chapters “The Pudding like a Night on the Sea,” “Catalog Cats,” and “Because of Figs”?”</p> <p>Culminating task connections: Students demonstrate their understanding of Julian has changed across chapters because he is becoming more responsible and he has started to solve his own problems.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well can students explain how Julian has changed? ● How well does the student explain that Julian is show more responsibility and solving his own problems? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well do students read fluently to comprehend grade-level literary texts? ● How well do students respond to text dependent questions to demonstrate understanding of texts and topics? ● How well do students gather and record details and evidence from the text?
<p>Section Length</p>	<p>3 lessons</p>	<p>1 lesson</p>
<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “Weather” by <p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – ELA ● IEP Goals ● Sentence stems/Text evidence starters

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- Assistive Technology
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage-specific words and high frequency words)
- [Louisiana Connectors](#)
- Essential Elements Cards—[Grades 3-5 Literature](#)
- [Diverse Learner’s Guide](#)
 - **Section 6 of Grade 3 The Stories Julian Tells**

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

Lesson Overview		
Lesson Number	Lesson 20: "Because of Figs" and answering questions in complete sentences	Modified Lesson Overview
Description	In this lesson, students begin to prepare for the Cold Reading Task by reading "Because of Figs" independently. Students also answer questions about the text in complete sentences.	In this lesson, students will answer text dependent questions about the text in complete sentences. (use an adapted version of Because of Figs as needed) <ul style="list-style-type: none"> Support inferences, opinions, and conclusions using evidence from the text including illustrations. (LC.RL.3.1c) Support inferences, opinions, and conclusions using evidence from the text including illustrations. (LC.RL.3.7a)
Let's Express Our Understanding	<ul style="list-style-type: none"> Students will respond to the question: "How does Julian use his imagination in this chapter to create and solve problems?" 	<ul style="list-style-type: none"> Students will respond to the question: "How does Julian use his imagination in this chapter to create and solve problems?"
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that Julian creates a problem when he eats the leaves from the fig tree because he imagines it will make him grow taller? Can students explain that he imagines the tree listening to him apologize for eating to leaves so he stops, and the fig tree grows again? Can students provide evidence such as details and examples from the text in their partner discussion? How well do students read fluently to comprehend grade-level literary texts? 	<ul style="list-style-type: none"> Can students explain that Julian creates a problem when he eats the leaves from the fig tree because he imagines it will make him grow taller? Can students explain that he imagines the tree listening to him apologize for eating to leaves so he stops, and the fig tree grows again? Can students provide evidence such as details and examples from the text in their partner discussion? How well do students read fluently to comprehend grade-level literary texts?
Text(s)	"Because of Figs" from <i>The Stories Julian Tells</i>	"Because of Figs" from <i>The Stories Julian Tells</i>

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● choral reading or echo reading ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Because of Figs” from The Stories Julian Tells</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 6 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Support inferences, opinions, and conclusions using evidence from the text including illustrations. (LC.RL.3.1c) ● Support inferences, opinions, and conclusions using evidence from the text including illustrations. (LC.RL.3.7a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports
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			<ul style="list-style-type: none"> ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 21: Tracking Character Contributions and Changes Across Chapters	Modified Lesson Overview
Description	In this lesson, students will begin to track Julian’s contributions to events across chapters of the text <i>The Stories Julian Tells</i> . Students also get ready to write an opinion essay for the following lesson by formulating an opinion statement about how Julian has changed across the chapters and gathering reasons to support their opinion.	Task is Optional
Let’s Express Our Understanding	<p>Students will complete an pre-writing organizer to answer the question: “How has Julian changed across the chapters “The Pudding like a Night on the Sea,” “Catalog Cats,” and “Because of Figs”?</p> <ul style="list-style-type: none"> ● Write your opinion statement to answer the writing prompt question. ● Work with a partner to provide at least three reasons to support the opinion. ● Use your character contributions chart handout to help you determine your reasons. 	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Julian is learning how to solve his own problems instead of just creating them? ● Can students explain at least three reasons to support their opinion about Julian? ● How well do students gather and record details and evidence from the text? 	
Text(s)	<i>The Stories Julian Tells</i> by Ann Cameron	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Character Contributions Chart handout ● Prewriting Reasons Chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>The Stories Julian Tells</i> ● Conversation stems tool ● Writing/Grammar mini-lesson (see teaching notes for possible approaches)

Lesson Overview		
Lesson Number	Lesson 22: Drafting an opinion paragraph	Modified Lesson Overview
Description	In this lesson, students will write an opinion paragraph using their prewriting reasons chart for guidance. Students also write their opinion statement, reasons, and conclusion in complete sentences.	Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Continue drafting the rest of your opinion paragraph. Refer to your reasons chart for help. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Julian has changed across chapters because he is becoming more responsible and he has started to solve his own problems. 	

	<ul style="list-style-type: none"> Can students provide a coherent opinion statement, and at least three reasons to support their opinion, and conclusion statement in complete sentences? 	
Text(s)	<i>The Stories Julian Tells</i> by Ann Cameron	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Completed Prewriting Reasons Chart handout Loose leaf paper Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio Recording of <i>The Stories Julian Tells</i> Conversation stems tool Writing/Grammar mini-lesson (see teaching notes for possible approaches)

Section Overview		
Section Number	Section 7	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>
Assessment	<p>Students will write a narrative story using a predetermined picture from <i>More Stories Julian Tells</i>. Students will also create dialogue based on the main events in the story.</p> <p>Culminating task connections: Students demonstrate their understanding of story elements in a literary text.</p> <p>Students also demonstrate their ability to identify main events, and the importance of dialogue to help grasp the meaning of a text. This prepares students to write a literary analysis.</p>	<p>Students will write a description using a predetermined picture from <i>More Stories Julian Tells</i>.</p> <p>Culminating task connections: Students demonstrate their understanding of story elements in a literary text.</p> <p>Students also demonstrate their ability to identify main events, and the importance of dialogue to help grasp the meaning of a text. This prepares students to write a literary analysis.</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student establish the main events in an original story based on an illustration from <i>More Stories Julian Tells</i>? ● How well does the student create the character dialogue based on the main events? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students correctly use punctuation when writing dialogue? ● How well can students demonstrate an understanding of narrative story elements? 	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student establish the main events in an original story based on an illustration from <i>More Stories Julian Tells</i>? ● How well does the student create the character dialogue based on the main events? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can students correctly use punctuation when writing dialogue? ● How well can students demonstrate an understanding of narrative story elements? 		
Section Length	3 lessons	2 lessons		
Additional Supports for Diverse Learners	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “Color Shows Mood” by Unknown </td> <td style="width: 50%; padding: 5px;"> <p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary </td> </tr> </table>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “Color Shows Mood” by Unknown 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature: <p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>
<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ “Color Shows Mood” by Unknown 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary 			

Lesson Overview

Lesson Number	Lesson 23: “Gloria Who Might Be My Best Friend” and Point of View		Modified Lesson Overview
Description	In this lesson, students will prepare for the Cold Reading Task by reading “Gloria Who Might be My Best Friend” independently. Students will also have a formal class discussion about the chapter leading up to the chapter’s central message.		In this lesson, students will have a formal class discussion about the chapter leading up to the chapter’s central message. (use adapted version as needed) <ul style="list-style-type: none"> Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. (LC.RL.3.2a)
Let’s Express Our Understanding	<ul style="list-style-type: none"> What central message does the chapter teach about friendship? 		<ul style="list-style-type: none"> What central message does the chapter teach about friendship?
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the central message of this chapter is that friends can come from unexpected places? Can students provide evidence such as details and examples from the text during a discussion? Can students read and understand grade-level text fluently? 		<ul style="list-style-type: none"> Can students explain the central message of this chapter is that friends can come from unexpected places? Can students provide evidence such as details and examples from the text during a discussion? Can students read and understand grade-level text fluently?
Text(s)	“Gloria Who Might Be My Best Friend” from <i>The Stories Julian Tells</i> by Ann Cameron		“Gloria Who Might Be My Best Friend” from <i>The Stories Julian Tells</i> by Ann Cameron
Materials	Lesson Materials: <ul style="list-style-type: none"> Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio Recording of <i>The Stories Julian Tells</i> Conversation stems tool 	<ul style="list-style-type: none"> Additional Materials/Supports for SWSCDs: Original and adapted version(s) of the text: <i>Audio and visual recording</i> of “Gloria Who Might Be My Best Friend” from <i>The Stories Julian Tells</i> by Ann Cameron Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide <ul style="list-style-type: none"> Section 7 of Grade 3 The Stories Julian Tells

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. (LC.RL.3.2a)● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Vocabulary words and student-friendly definitions essential for student understanding of key concepts |
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Lesson Overview

Lesson Number	Lesson 24: Brainstorming Story Elements		Modified Lesson Overview
Description	In this lesson, students will practice the first step of the narrative writing process by brainstorming the elements of their own imagined story that is based on an image from <i>More Stories Julian Tells</i> .		Task is Optional
Let's Express Our Understanding	Work with your partner to map out the elements of your imagined story. <ul style="list-style-type: none"> Use the image of the children washing cars to help you generate ideas. 		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students create an original story using the predetermined picture from the text? Can students explain the different elements of a narrative story? 		
Text(s)	<i>More Stories Julian Tells</i> by Ann Cameron		
Materials	Lesson Materials: <ul style="list-style-type: none"> Story Elements Chart handout Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio Recording of <i>More Stories Julian Tells</i> Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 25: Brainstorming Sequence of Events		Modified Lesson Overview
Description	In this lesson, students will continue the brainstorming part of the narrative writing process by brainstorming the sequence of events		In this lesson, students will brainstorm the sequence of events of their story.

	of their story and adding dialogue.	<ul style="list-style-type: none"> ● Answer literal questions and refer to text to support your answer. (LC.RL.3.1b) ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) 	
Let's Express Our Understanding	<p>Discuss with your partner what your characters might say to each other.</p> <ul style="list-style-type: none"> ● Jot each piece of dialogue on a separate sticky note. ● Remember to use correct punctuation. ● Place your sticky notes on top of the event that it goes with. 	Brainstorm a list of events from the story.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write a narrative story with the events in sequential order? ● Can students write dialogue with correct punctuation? 	<ul style="list-style-type: none"> ● Can students create a list of events from the story? ● Can students place the events in sequential order? 	
Text(s)	<i>More Stories Julian Tells</i> by Ann Cameron	<i>More Stories Julian Tells</i> by Ann Cameron	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● Completed Story Elements handout ● Sequence of Events Chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>More Stories Julian Tells</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of More Stories Julian Tells</i> by Ann Cameron ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 7 of Grade 3 The Stories Julian Tells ● Images, phrases, sentences representing key concepts covered in the lesson ● Answer literal questions and refer to text to support your answer. (LC.RL.3.1b) ● Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or

adapted texts. ([LC.RL.3.10](#))

- Essential Elements Cards—[Grades 3-5 Literature](#):
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Section Overview

Section Number	Section 8	Modified Section Overview
Description	The Stories Julian Tells	Original and adapted versions of <i>The Stories Julian Tells</i>
Assessment	<p>Students write a response to the question: “How is Julian’s trouble similar to a forest fire? Explain using details from the text to support your answer.”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and character actions in <i>More Stories Julian Tells</i> and how they contribute to events. This prepares students to analyze how a character actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to interpret the difference between literal and non-literal language. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the character actions that lead to that event? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the difference between literal and non-literal language? ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas? 	<p>Students write a 3-5 sentence response to the question: “How is Julian’s trouble similar to a forest fire? Explain using details from the text to support your answer.”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and character actions in <i>More Stories Julian Tells (and as needed an adapted version)</i> and how they contribute to events. This prepares students to analyze how a character actions reveal the central message of a literary text.</p> <p>Students also demonstrate their ability to interpret the difference between literal and non-literal language. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the character actions that lead to that event? ● How well does the student use the determined actions and events to identify the central message of a story? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the difference between literal and non-literal language? ● How well does the student gather and organize evidence to demonstrate an understanding of texts and topics, support claims, and develop ideas?

Section Length	2 lessons		1 lesson
Additional Supports for Diverse Learners	Before the Section:	During the Section:	Additional Supports for SWSCDs: Student Response Modes – ELA <ul style="list-style-type: none"> ● IEP Goals ● Sentence stems/Text evidence sentence starters ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature:
	<ul style="list-style-type: none"> ● none 	<ul style="list-style-type: none"> ● none 	
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview		
Lesson Number	Lesson 26: “I Learn Firefighting: I Wish for Smokey the Bear” Independent Reading and Partner Discussion	Modified Lesson Overview
Description	In this lesson, students will read “I Learn Firefighting: I Wish for Smokey the Bear” independently and discuss how characters contribute to events and how events build off of each other throughout the chapter.	In this lesson, students will listen to “I Learn Firefighting: I Wish for Smokey the Bear” (and as needed an adapted version) and discuss how characters contribute to events and how events build off of each other throughout the chapter. <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) ● Use details to recount stories, including fables and

		folktales from diverse cultures. (LC.RL.3.2b)
Let's Express Our Understanding	Answer the following question in your reading log: "How did Julian's actions throughout the story cause trouble?" <ul style="list-style-type: none"> Remember to use details from the text to support your answer. 	<ul style="list-style-type: none"> Answer the following question in your reading log: "How did Julian's actions throughout the story cause trouble?" Remember to use details from the text to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how Julian's actions lead to Huey getting injured? Can students provide evidence such as details and examples from the independently read text during a partner discussion? 	<ul style="list-style-type: none"> Can students use words or pictures to explain how Julian's actions lead to Huey getting injured? Can students provide evidence such as details and examples from the independently read text during a partner discussion?
Text(s)	<i>More Stories Julian Tells</i> by Ann Cameron	<i>More Stories Julian Tells</i> by Ann Cameron
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading Log Teacher Talk Moves <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio Recording of <i>More Stories Julian Tells</i> Conversation stems tool Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of More Stories Julian Tells</i> by Ann Cameron Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Louisiana Connectors Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> Highlighters

			<ul style="list-style-type: none"> ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding <ul style="list-style-type: none"> ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
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Lesson Overview		
Lesson Number	Lesson 27: Discussing Nonliteral Language and Meaning	Modified Lesson Overview
Description	In this lesson, students will participate in a formal class discussion in which they discuss the nonliteral language from the chapter “I	Task is Optional

	Learn Firefighting: I Wish for Smokey the Bear” as it relates to the meaning of the chapter.	
Let’s Express Our Understanding	Answer the following question in your reading log: “How is Julian’s trouble similar to a forest fire?” <ul style="list-style-type: none"> ● Explain using details from the text to support your answer. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Julian's actions are like a forest fire because it starts as something small but then spreads and becomes an even bigger problem when Huey tries to do dangerous things? ● Can students provide evidence such as details and examples from the text during a discussion? 	
Text(s)	<i>More Stories Julian Tells</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of <i>More Stories Julian Tells</i> ● Conversation stems tool

Section Overview		
Section Number	Section 9	Section is optional.
Description	The Stories Julian Tells	
Assessment	Students assess their ability to read, understand, and express their understandings of two complex grade-level texts from <i>More Stories Julian Tells</i> through the completion of paired reading comprehension questions. <p>Culminating task connections:</p>	

	<p>Students assess their ability to read, understand, and express their understanding of two complex grade-level texts from <i>More Stories Julian Tells</i> through the completion of paired reading comprehension questions.</p> <p>Students also demonstrate their ability to reiterate their understandings of the readings. This prepares students to write a literary analysis with specific details.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze relationships among the details of a text? • How well does the student analyze how complex characters develop and interact in texts? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student respond to questions to demonstrate understanding of text and topics? 	
Section Length	3 lessons	0 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • None 	<p>During the Section:</p> <ul style="list-style-type: none"> • None
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 28: Cold-read task, Part 1	Modified Lesson Overview
Description	In this lesson, students read part 2 of the chapter “I Learn Firefighting”—“Superboy and Me”—independently and answer multiple choice questions to demonstrate understanding of the text.	Task is Optional
Let’s Express Our Understanding	You have approximately 40 minutes to read “Superboy and Me” and answer questions 1-6.	

Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand and express understanding of complex text? 	
Text(s)	"I Learn Firefighting"—"Superboy and Me" from <i>More Stories Julian Tells</i> by Ann Cameron	
Materials	Lesson Materials: <ul style="list-style-type: none"> Cold-read task items Cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations

Lesson Overview		
Lesson Number	Lesson 29: Cold-read task, Part 2	Modified Lesson Overview
Description	In this lesson, students read part 3 of the chapter "I Learn Firefighting"—"Huey Makes the Leap"—independently and answer multiple choice questions to demonstrate understanding of the text. Then they read the written response question and brainstorm their response.	Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> You have approximately 30 minutes to read "Huey Makes the Leap" and answer questions 7-10. You have approximately 15 minutes to read question 11 and brainstorm your response. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand and express understanding of complex text? 	
Text(s)	"I Learn Firefighting"—"Huey Makes the Leap" from <i>More Stories Julian Tells</i> by Ann Cameron	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations 	
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Lesson Overview			
Lesson Number	Lesson 30: Cold-read task, Part 3		Modified Lesson Overview
Description	In this lesson, students write the essay response to the written response question.		Task is Optional
Let's Express Our Understanding	Reread the chapter "I Learn Firefighting" to find support for your ideas. <ul style="list-style-type: none"> ● You have approximately 40 minutes to answer question 11. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read, understand and express understanding of complex text? 		
Text(s)	"I Learn Firefighting" from <i>More Stories Julian Tells</i> by Ann Cameron		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations 	

Section Overview

Section Number	Section 10	Section is optional.	
Description	The Stories Julian Tells		
Assessment	<p>Students draft, edit and publish an essay that will demonstrate their understanding of the central message in <i>The Stories Julian Tells</i> and explains how the characters' motivations and actions develop the central message.</p> <p>Culminating task connections:</p> <p>Students will demonstrate their understanding of the central message in <i>The Stories Julian Tells</i> and explains how the characters' motivations and actions develop the central message.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use character actions and motivations to identify the central message of the story is about solving the problems you create? ● How well does the student use examples from Julian, Huey, and the father to support their opinion? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather and organize evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? 		
Section Length	4 lessons	0 lessons	
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> ● None 	During the Section: <ul style="list-style-type: none"> ○ None 	

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

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 31: Brainstorming for the culminating writing task	Modified Lesson Overview
Description	In this lesson, students will begin brainstorming for the culminating writing task.	Task is Optional.
Let's Express Our Understanding	<ul style="list-style-type: none"> Students will respond to the following question on their brainstorming handout: "What do all of the character's lessons have in common?" 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that all the lessons are similar because they talk about fixing problems that you create? Can students provide reasons for their opinion such as details and examples from the text during brainstorming? 	
Text(s)	<i>The Stories Julian Tells</i> and <i>More Stories Julian Tells</i> by Ann Cameron	
Materials	Lesson Materials: <ul style="list-style-type: none"> Highlighters Culminating Writing Task Directions handout The Culminating Writing Task Rubric Scoring Tool Completed Character 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations Writing/Grammar mini-lesson (see teaching

	Traits, Motivations, and <ul style="list-style-type: none"> • Contributions Chart handouts for Julian, Huey, and Father (used in previous lessons) • Brainstorming Chart handout 	notes for possible approaches)	
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Lesson Overview		
Lesson Number	Lesson 32: Writing a first draft of the culminating writing task	Modified Lesson Overview
Description	In this lesson, students will craft their opinion statements and outline their essay using their Lessons Brainstorming Chart for support. Then they will draft the first draft of their essays using their prewriting graphic organizer as a guide.	Task is Optional.
Let's Express Our Understanding	Draft your opinion essay in your reading log. <ul style="list-style-type: none"> • Remember to: <ul style="list-style-type: none"> ○ Write in complete sentences. ○ Start a new paragraph for each new reason. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the central message of <i>The Stories Julian Tells</i> and how it is conveyed through character actions? • Can students provide evidence using the information they have collected from the chapters read in <i>The Stories Julian Tells</i>? 	
Text(s)	<i>The Stories Julian Tells</i> and <i>More Stories Julian Tells</i> by Ann Cameron	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The Culminating Writing Task Directions ● The Culminating Writing Task Rubric ● Completed Lessons Brainstorming Chart (used in previous lesson) ● Essay framework ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	
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Lesson Overview		
Lesson Number	Lesson 33: Drafting a Conclusion and Revising	Modified Lesson Overview
Description	In this lesson, students will draft a conclusion and revise the first draft of their essay.	Task is Optional.
Let's Express Our Understanding	<p>Exchange essays with your partner.</p> <ul style="list-style-type: none"> ● Read your partner's comments and suggestions. <ul style="list-style-type: none"> ○ Revise your essay: ○ Add any missing parts. ○ Use your partner's feedback to help you revise. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how their reasons support their opinion or the central message? ● Can students provide a conclusion statement that restates their opinion and concludes the essay? 	
Text(s)	<i>The Stories Julian Tells</i> and <i>More Stories Julian Tells</i> by Ann Cameron	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Three different colored markers ● Sticky notes ● First draft of opinion essay (used in previous lesson) ● Essay Framework handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	
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Lesson Overview		
Lesson Number	Lesson 34: Editing and publishing opinion essays	Modified Lesson Overview
Description	In this lesson, students write their final draft of their opinion essay using their partner's feedback.	Task is optional
Let's Express Our Understanding	<p>Exchange essays with your partner.</p> <ul style="list-style-type: none"> ● Write your final draft. Be sure to: <ul style="list-style-type: none"> ○ Use your partner's editing feedback. ○ Include all the parts of an opinion essay. ○ Use grade-appropriate grammar and language. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central message of <i>The Stories Julian Tells</i> is it is important to solve the problems you create? ● Can students provide examples of the lesson from each Julian, Huey, and the father? 	
Text(s)	<i>The Stories Julian Tells</i> and <i>More Stories Julian Tells</i> by Ann Cameron	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised first draft (completed in previous lesson) ● Final draft paper. 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations ● Writing/Grammar mini-lesson (see teaching notes for possible approaches) 	
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Section Overview

Section Number	Section 11	Section is optional.
Description	The Stories Julian Tells	
Assessment	<p>Students will write a story based on the illustrations in a short section of <i>The Red Book</i>. They will also establish the situation, introduce a narrator, and organize the events. Use dialogue and descriptions of the thoughts and feelings of the characters to show how they respond to different events. Students will also publish their original story using technology, and present it to the class.</p> <p>Culminating task connections: Students demonstrate their ability to create character actions, motivations, and dialogue based on a series of illustrations.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student develop ideas from the pictures? ● How well does the student's story connect to and reflects the illustrations in <i>The Red Book</i>? 	

	<ul style="list-style-type: none"> How well does the student develop a set of questions about the story and presentation to ask the audience? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well can students use correct punctuation when write dialogue between characters? How well can students use grade-appropriate words and phrases, including those that signal time and order, such as before, during, and after. How well can students provide a conclusion to their story? 	
Section Length	8 lessons	0 lessons
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> None 	During the Section: <ul style="list-style-type: none"> None
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 35: Brainstorming ideas for a narrative story	Modified Lesson Overview
Description	In this lesson, students will practice the brainstorming step of the narrative writing process with the short video <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> . Students will outline the story elements and the sequence of events and add dialogue to events through partner discussion, class discussion. The class will fill in the story elements chart and the sequence of events chart together	Task is optional

	on enlarged, chart-paper versions.	
Let's Express Our Understanding	<p>Which events could we add dialogue to? What might characters say to each other?</p> <ul style="list-style-type: none"> • Write two more pieces of dialogue on separate sticky notes. • Place your sticky notes on the class sequence of events chart. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students create original dialogue for the illustrations in <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>? • Can students correctly place their dialogue on the class sequence of events chart? 	
Text(s)	<ul style="list-style-type: none"> • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce 	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Sticky notes • Story Elements Organizer drawn on chart paper • Sequence of Events Organizer drawn on chart paper 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • The Fantastic Flying Books of Mr. Morris Lessmore movie

Lesson Overview

Lesson Number	Lesson 36: Reading and discussing <i>The Red Book</i>	Modified Lesson Overview
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Description	In this lesson, students will begin the brainstorming step in the narrative writing process by reading <i>The Red Book</i> and brainstorming the story that accompanies the images. Then they will discuss the story's deeper meaning through setting, mood, and character changes.	Task is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ What message does this story teach about how reading affects people? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the book teaches the message that reading can bring happiness and connect people? ● Can students explain the elements needed in a narrative story? 	
Text(s)	<i>The Red Book</i> by Barbara Lehman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chart paper ● The extension task prompt handout ● The extension task rubric scoring tool ● Teacher Talk Moves <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● The Red Book video ● Conversation Stems 	

Lesson Overview

Lesson Number	Lesson 37: Rehearsing and ordering events	Modified Lesson Overview
Description	In this lesson, students will begin the brainstorming step in the writing process for the extension task. They will select a predetermined section from <i>The Red Book</i> from which to write an accompanying story. Then they will rehearse the story's events	Task is optional

	orally and in writing.	
Let's Express Our Understanding	<p>Read your partner's story outline as you look at the pictures from <i>The Red Book</i>.</p> <ul style="list-style-type: none"> Do the events on the outline match the images in the book? Are the events on the outline in the correct order? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how the images on the outline match the images in <i>The Red Book</i>? Can students place the events in chronological order orally and in writing? 	
Text(s)	<i>The Red Book</i> by Barbara Lehman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Sticky Notes Sequence of Events chart (used in previous lesson) 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> The Red Book video Paired/partner reading

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 38: Brainstorming the introduction and conclusion	Modified Lesson Overview
Description	In this lesson, students will revise their story outlines based on partner feedback from the previous lesson. Students will also brainstorm an introduction and conclusion to their stories after discussing a model introduction and conclusion from <i>The Stories Julian Tells</i> .	Task is optional

Let's Express Our Understanding	Write the conclusion to your story at the bottom of your story outline. <ul style="list-style-type: none"> Remember to include: <ul style="list-style-type: none"> The final events A hint at what might happen next		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students write an introduction and a conclusion to the story based on the illustrations in <i>The Red Book</i>? Can students demonstrate full command of the conventions of standard English at an appropriate level of complexity? 		
Text(s)	<i>The Red Book</i> by Barbara Lehman		
Materials	Lesson Materials: <ul style="list-style-type: none"> Sticky Notes Extension Task Directions handout Extension Task Rubric Scoring Tool Story Outline handout Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> The Red Book video Conversation Stems 	

Lesson Overview		
Lesson Number	Lesson 39: Writing the first draft	Modified Lesson Overview
Description	In this lesson, students will write the first draft of their stories in their reading logs using their story outline as a guide.	Task is optional
Let's Express Our Understanding	Write the first draft of your story in your reading log. <ul style="list-style-type: none"> Remember to: 	

	<ul style="list-style-type: none"> ○ Write in complete sentences. ○ Use temporal words to smoothly connect your sentences. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students create the first draft of their original story in their reading log based on their outline? ● Can students write in complete sentences using temporal phrases to show sequence? ● Can students demonstrate full command of the conventions of standard English at an appropriate level of complexity? 	
Text(s)	<i>The Red Book</i> by Barbara Lehman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Completed story outline ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● The Red Book video ● Writing/Grammar mini-lesson (see teaching notes for possible approaches)

Lesson Overview		
Lesson Number	Lesson 40: Revising and Editing a first draft	Modified Lesson Overview
Description	In this lesson, students will use peer review to revise and edit the first drafts of their stories.	Task is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ Revise and edit your story based on each partner's feedback. 	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students thoroughly revise and edit their stories based on feedback? • Can students demonstrate full command of the conventions of standard English at an appropriate level of complexity? 	
Text(s)	<i>The Red Book</i> by Barbara Lehman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • First draft of story • Narrative Writing Checklist handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • The Red Book video • Writing/Grammar mini-lesson (see teaching notes for possible approaches)

Lesson Overview		
Lesson Number	Lesson 41: Publishing and creating a visual	Modified Lesson Overview
Description	In this lesson, students will illustrate an image to accompany their stories and write the final draft of their stories on the computer.	Task is optional
Let's Express Our Understanding	<p>Draw a cover illustration to match your story</p> <ul style="list-style-type: none"> • Remember to include: <ul style="list-style-type: none"> ○ characters ○ setting ○ events ○ the situation 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students draw a cover illustration that corresponds to the situation, events, characters, and setting of their story? 	

	<ul style="list-style-type: none"> Can students demonstrate full command of the conventions of standard English at an appropriate level of complexity? 	
Text(s)	<i>The Red Book</i> by Barbara Lehman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> A computer A blank piece of paper Colored pencils or markers Revised and edited first draft Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> The Red Book video Conversation Stems tool

Lesson Overview		
Lesson Number	Lesson 42: Presenting in a silent gallery walk	Modified Lesson Overview
Description	In this lesson, Students will prepare questions to ask their readers about their stories and images. Students will also read their classmates' stories, view the accompanying images, and leave feedback for writers in a silent gallery walk.	Task is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> Read as many of your classmates' stories as you can in a silent gallery walk. Remember to leave feedback for your classmates by answering one of their questions. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students leave relevant feedback on classmates' stories by correctly answering one of the questions? 	

Text(s)	<i>The Red Book</i> by Barbara Lehman		
Materials	Lesson Materials: <ul style="list-style-type: none">● A piece of lined paper● Sticky notes● Published story on a computer● Image to accompany your story● Teacher Talk Moves	Possible Supports During the Lesson: <ul style="list-style-type: none">● Gallery Walk Directions● Conversation Stems tool	

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