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**2015 Nancy McKinley Lecture Series:
Aligning Literacy Instruction to Standards for
Students with Moderate-to-Severe Disabilities
(Including Autism)**

Guest Editor: Linda R. Schreiber, M.S., CCC-SLP, BCS-CL

In partnership with University of Wisconsin – Eau Claire

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**English/Language Arts Instruction for
Middle/High School Learners with
Moderate-to-Severe Disabilities**

Presenter: By Pamela Mims, PhD

Moderated by: Amy Natho, M.S., CCC-SLP, CEU Administrator, SpeechPathology.com

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ENGLISH/LANGUAGE ARTS INSTRUCTION FOR MIDDLE/HIGH SCHOOL LEARNERS WITH MODERATE TO SEVERE DISABILITIES

BY PAMELA MIMS, PHD
EAST TENNESSEE STATE UNIVERSITY

SESSION DESCRIPTION AND LEARNER OUTCOMES

This presentation will provide attendees with best practices to teach grade aligned middle and high school ELA content. The best practices highlighted have been derived from rigorous studies conducted with a wide range of students with moderate to severe intellectual disabilities and autism.

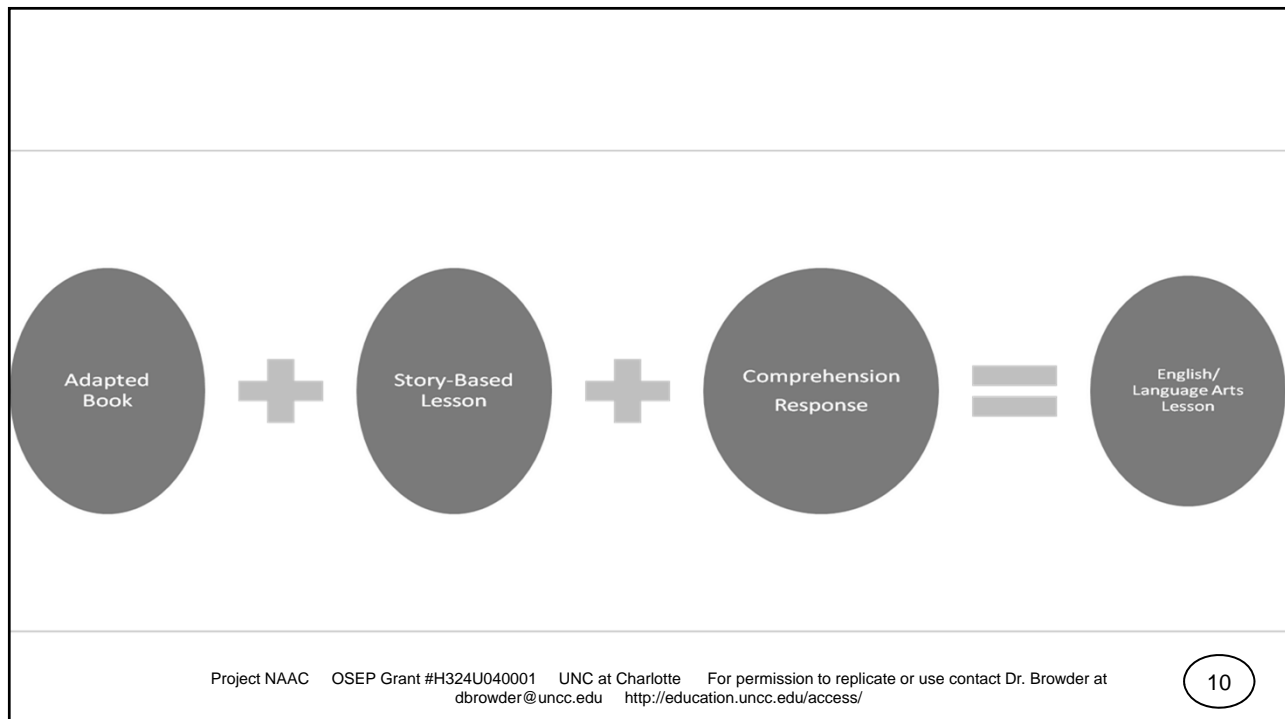
Learner Outcomes

- Describe how to provide successful access to literature through the use of appropriate response options.
- Describe how to use read-alouds to conduct literacy lessons in a systematic fashion.
- Explain how to adapt books and instruction to meet the needs of students who are visually impaired.
- Explain how to implement effective instruction using systematic prompting.

CONCEPTUAL MODEL OF ELA

WAKEMAN, S., MRAZ, M., RICKELMAN, R., BROWDER, D., MIMS, P. J., & KNIGHT, V. (2008). A CONCEPTUAL MODEL FOR ENGLISH LANGUAGE ARTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES. [BROCHURE]. RETRIEVED DATE, FROM UNC CHARLOTTE, DEPARTMENT OF SPECIAL EDUCATION AND CHILD DEVELOPMENT, GENERAL CURRICULUM ACCESS PROJECTS: [HTTP://EDUCATION.UNCC.EDU/ACCESS/](http://education.uncc.edu/access/)

Conceptual Diagram of Language Arts



The goal of all learning, including that for students with significant disabilities, is to enhance quality of life. Language arts instruction provides a unique tool for promoting quality of life through increasing communicative competence. A balanced language arts program for students with significant disabilities will include instruction in writing, reading, research, and communication. How does language arts instruction differ or augment communication instruction in general? Certainly, listening and speaking or using augmentative and alternative communication (AAC) are important strands for language arts. In contrast, students with significant disabilities have historically received inadequate instruction in early literacy. While not all students may learn to read, all should have the opportunity to learn to produce and access text. In writing, this may range from the traditional form of typing or composing passages to using assistive technology to develop a permanent product. Students need opportunities to learn to produce both narrative and informational segments. In reading, all students should have the opportunity to learn to read regardless of their disability label. Besides gaining increased independence as a reader, students with significant disabilities should have the opportunity for lifelong access to literature that is both narrative and informational. While some students will learn to access this literature through reading (decoding with comprehension), others will gain access through shared stores (read alouds) or the use of technology (e.g., AAC, electronic switches). Students with significant disabilities also should have the opportunity to research topics and learn more about areas of interest that are needed for fuller participation in general education. This research may be as introductory as choosing a topic for a peer to assist with locating pictures or as complex as completing the steps of a class research project.

Writing

Students need opportunities to learn to produce narrative and informational segments.

How can my students show what they know?

May be typing, composing passages, or using assistive technology to develop a permanent product.

Reading

Students should have the opportunity to learn to read to increase independence as a reader, and have the opportunity for lifelong access to narrative and informational literature.

How can my students show what they know?

May be access this literature through reading (decoding with comprehension), through shared stores (read alouds), and/ or the use of technology (e.g., AAC, electronic switches).

Research

Students should have the opportunity to research topics and learn more about areas of interest that are needed for fuller participation in general education.

How can my students show what they know?

May include choosing a topic for a peer to assist with locating pictures or completing the steps of a class research project.

Communication

In the integral strands of listening and speaking, students may use augmentative and alternative communication.

HISTORICAL PERSPECTIVE OF ELA IN SEVERE DISABILITIES

Majority of literacy-based studies for students with severe disabilities focus on sight words (Browder, Wakeman, Spooner, & Algozzine, 2006; Chiang & Lin, 2007).

Recent research has led to new guidance for teaching children with developmental disabilities (Williamson, Carnahan & Jacobs, 2012).

FORMER LITERACY MODELS

No academic instruction “trainable” thinking

Functional reading for the life span

- Age 6: name, foods, schedule words
- Age 16: name, foods, schedule words

NEW OPTIMISM ABOUT TEACHING READING TO ALL STUDENTS

“Science of reading” opens door to teaching all students to read

- *Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998)*

But does “all” include

- Students who may use nonlinguistic communication skills
- And who need greater time to learn and intensive forms of support

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WHY WE DON'T KNOW IF STUDENTS WITH SIGNIFICANT DISABILITIES CAN LEARN TO READ

Consistent lack of focus on reading for this population

- In content analyses of textbooks (Katims, 2000)
- In ethnographic studies of students' school experiences (Kliewer, 1998)

In the last 20 years while the “science of reading” has been developing, the focus in severe disabilities has been functional life skills

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THE OPPORTUNITY TO LEARN READING

Because...

- Students “potential” to make progress is unknown without the opportunity to learn
- Students who are not disabled are not required to master all life skills before getting to learn to read
- Academic instruction for students who are nondisabled does not end at the first sign of “no progress”
- Reading is a “pivotal skill” that can enhance adult outcomes; reading *is* functional
- Even if students do not become literate, the acquisition of early literacy skills can open opportunities to enjoy and benefit from a wide range of age and grade appropriate literature

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NEW MODEL OF LITERACY: OUTCOMES

Increased Independence as a Reader



Lifelong Access to Literature



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A NEW MODEL FOR LITERACY

Independence as a Reader

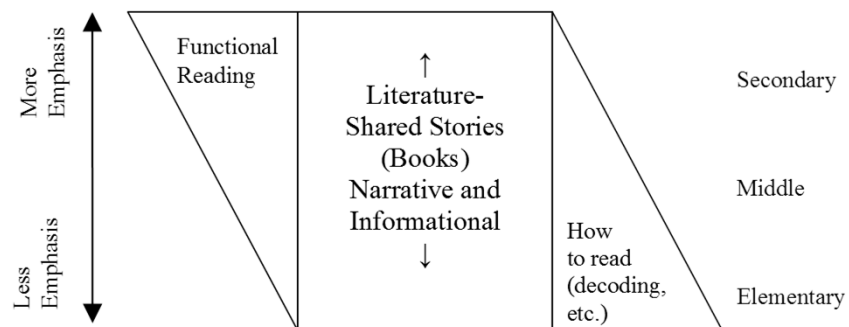
- Strong focus on learning to read in earlier grades
- Shift focus to functional reading as enter transition years (continue some focus on learning to read in middle and high school)

Access to Literature

- Throughout grades, focus on skills to access literature of grade level (“grade appropriate” as well as “age appropriate” literature)
- Literacy in all content areas of general curriculum

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A NEW MODEL OF LITERACY



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EMERGING OPTIONS FOR TEACHING ELA SKILLS TO MIDDLE SCHOOL STUDENTS

Time Delay is an Evidence-based practice

- Browder, Ahlgrim-Dezell, Spooner, Mims, & Baker, 2009

Has been applied to MS language arts vocabulary

- McDonnell, Johnson, Polychronis, and Riesen, (2002)

Teachers can learn to follow task analysis to present read aloud of MS novels

- Browder, Trela, & Jimenez, 2007

Has also been applied to MS biographies

- Mims, Hudson, & Browder (2012)

Students composed written opinions by using graphic organizers and response options

- Trela (2008)



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EMERGING OPTIONS: USE READ ALOUD OF ADAPTED TEXT

RESEARCH

Teachers can learn to follow task analysis to present read aloud of MS novels

- Browder, Trela, & Jimenez, 2007

Has also been applied to MS biographies

- Mims, Hudson, & Browder (2012)

EXAMPLE (HARRIET TUBMAN) CREATED BY MELISSA HUDSON



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EMERGING OPTION

WRITING

Students composed written opinions by using graphic organizers and response options

- Trela (2008)

EXAMPLE

I think students should wear uniforms

I think students should NOT wear uniforms

- Because...
 - They save money
 - You do not have a choice what to wear
 - They are uniforms

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PUTTING IT ALL TOGETHER: A COMPREHENSIVE APPROACH

Middle School Thematic Units linked to general education

VOCABULARY: Time delay

READ ALOUD: Literature- novel adapted as chapters, nonfiction, poem for unit

COMPREHENSION: Systematic instruction, Direct Instruction

WRITING (Persuasive and Narrative): Graphic Organizers

RESEARCH: KWHL chart

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MIMS, P. J., LEE, A., BROWDER, D. M., ZAKAS, T., & FLYNN, S. (2012). THE EFFECTS OF A TREATMENT PACKAGE TO FACILITATE ENGLISH/LANGUAGE ARTS LEARNING FOR MIDDLE SCHOOL STUDENTS WITH MODERATE TO SEVERE DISABILITIES. *EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES*, 47, 414-425.

Developed with the alignment criteria in mind

The development and successful implementation of this curriculum show that students with significant disabilities can make progress in academic content that meets the stringent alignment standards proposed by Flowers, Wakeman, Browder, and Karvonen (2009).



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BRIEF DESCRIPTION OF PILOT STUDY: PARTICIPANTS

Students

Experimental group- 15 middle school students with moderate to severe disabilities or autism

- large urban school district in the south east

Control group – 15 middle school students with moderate to severe disabilities or autism

- rural school district in the south east

Teachers

Teachers in the experimental group range from having 2-15 years of experience and three of the teachers have obtained masters degrees

- previous training in the use of the curriculum

Teachers in the control group range from 2 to 40 years experience and 1 of the teachers have obtained a masters degree and one is 6 credits away from her masters degree in special education

- received training on using a 10 step task analysis to teach story based lessons



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STUDY: PROCEDURES

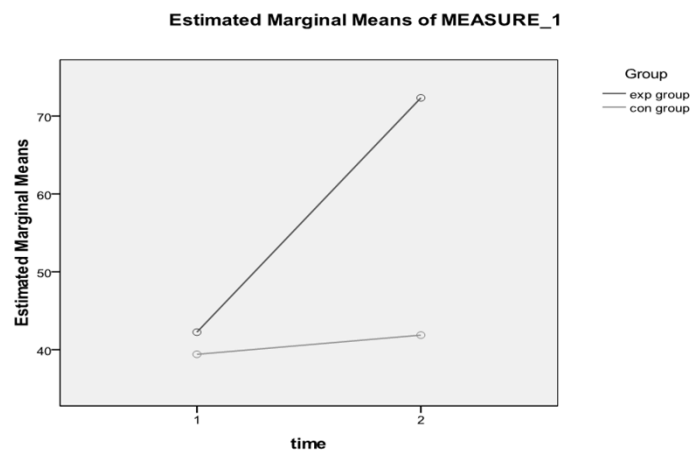
Lessons were implemented for 5 days at a time (e.g., week 1 targeted only lesson 1)

- Vocabulary review using CTD
- Reading of adapted book chapters, poems or plays with embedded comprehension questions or instruction after on key terms (e.g., simile, narrator)
 - Prompting consisted of the system of least prompts, model-lead-test, examples/nonexamples
- Writing -permanent product- using components of systematic instruction (e.g., prompts, prompt fading, wait time)
 - opinion
 - backing up opinion with facts
 - critiquing initial opinion
 - arguing final opinion
- Research- identifying possible research topics and identifying how to find out more info (KWHL)
 - Error correction and Reinforcement procedures provided throughout



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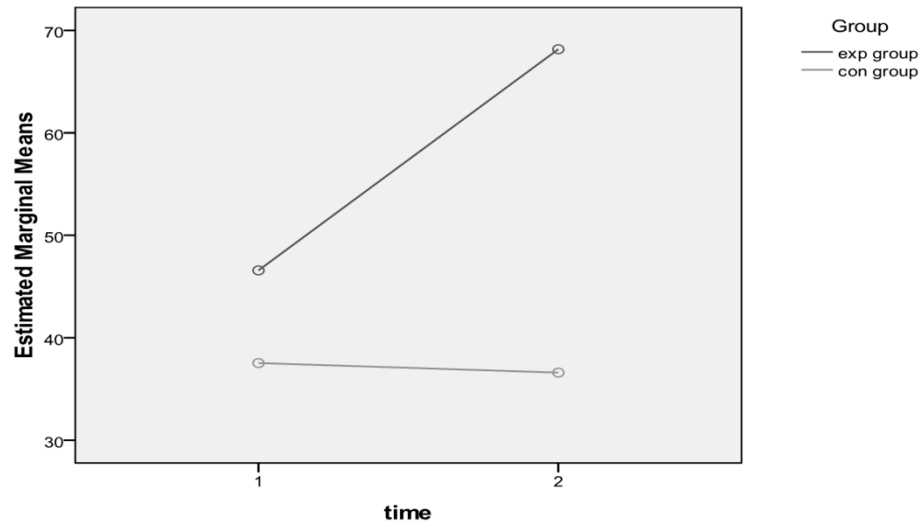
UNIT 4 – DIRECT ASSESSMENT



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UNIT 4- INDIRECT ASSESSMENT

Estimated Marginal Means of MEASURE_1



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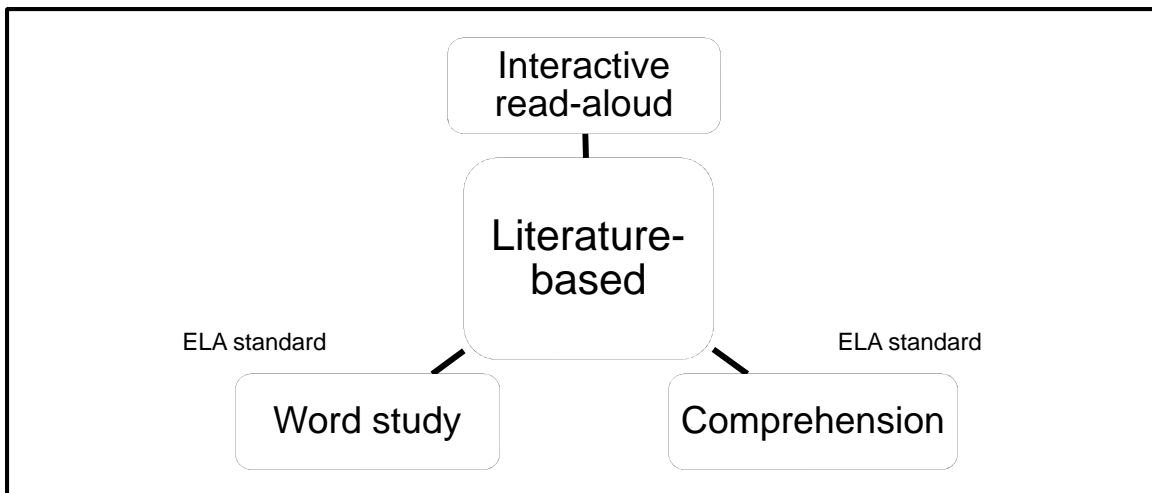
PLANNING YOUR ELA LESSON

Comprehensive Approach- Based on Theme

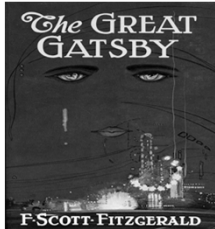
Use targeted and non-targeted grade level literature based on theme to focus on the grade aligned standards you are targeting (e.g., Vocabulary, Listening comprehension, Story grammar elements, Writing skills, Poetry, Play terminology)

- Fiction
- Nonfiction
- Informational Text
- Poetry

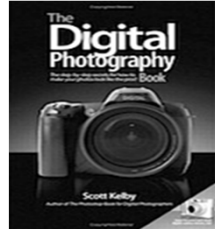
EVIDENCE-BASED PRACTICE FOR ENGLISH LANGUAGE ARTS



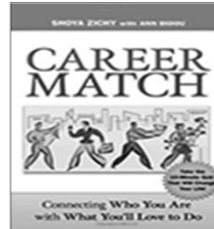
CHOOSE THE TEXT



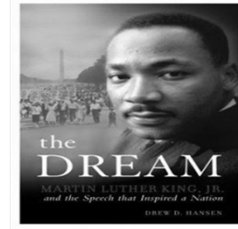
Literature from Grade
Level English
Language Arts



Text Related to
Student Interests



Text Related to
Transition Goals



Literature from
Content Areas
e.g., Science,
Social Studies

Example- Themes and literature selected

Unit 1: Change	Unit 2: Values and decision making	Unit 3: Social justice	Unit 4: Global awareness
Fiction- <i>Holes</i>	Fiction- <i>Outsiders</i>	Fiction- <i>Number the Stars</i>	Fiction- <i>Dragon Wings</i>
Nonfiction- <i>We Beat the Street: How a Friendship Pact Led to Success</i>	Nonfiction- <i>Neighbors</i>	Nonfiction play- <i>The Diary of Ann Frank</i>	Nonfiction play- <i>Sadako and the Thousand Paper Cranes</i>
Poem- <i>Still I Rise</i>	Poem- <i>Dreams</i>	Poem- <i>When we turn out the light</i>	Poem- <i>One Tribe</i>
Research- <i>Changes</i>	Research- <i>Gandhi</i>	Research- <i>Danish Resistance Movement</i>	Research- <i>Immigration</i>

READ ALOUDS

Current research has introduced read-alouds to introduce age-appropriate literature (ie. Browder, Trela, & Jimenez, 2007; Mims, Hudson, & Browder, 2012)

Consider Strategies for Accessing Text-

- Simplify, abbreviate, summarize
- Use repetition
- Pictures
- Objects affixed to the story page
- Pre-teach vocabulary

GENERAL RULE: Use text as close as possible to the original and only simplify to support comprehension.

READ ALOUDS

Consider Strategies for Accessing Text- Physical Supports:

Laminated pages

Print on heavy cardstock for durability

Aides to support page turning (e.g. popsicle sticks)

Technology: computer, laptop

Human or technological reader

- Peers
- Text-to-speech software

CCSS FOR ELA

***PROVIDE SCHOOLS FLEXIBILITY IN IMPLEMENTATION.**

- Greater emphasis on comprehension, writing and reading across all content areas.
- Increased emphasis on:
 - non-fiction texts
 - The integration of global awareness
 - Professional development for educators

GOAL: rigorous standards that promote a strong knowledge base for all students, are robust and relevant to the real world, and lead to success with college and careers.

TEACHING COMPREHENSION

Effective teaching of comprehension requires understanding of levels of comprehension and awareness of text structure.

ELA CCSS focus on the following domains:

- Reading literature
- Reading informational texts
- Foundational skills
- Writing
- Speaking and listening
- Language

Comprehension is embedded across the ELA anchor standards in the CCSS

TEACHING COMPREHENSION ACROSS BLOOMS TAXONOMY

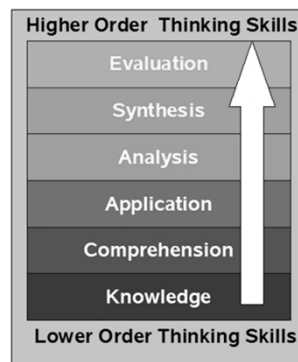
Three levels of comprehension:

- Literal
- Inferential
- Applied

Writing comprehension questions

- Use Bloom's taxonomy of knowledge
 - Levels of learning include:
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation
- Write comprehension questions at each level of the taxonomy.

EXAMPLES OF COMPREHENSION QUESTIONS



SAMPLE COMPREHENSION QUESTIONS

Knowledge- questions that involve basic recall skills

- Who was in the story?
- Where did the girl visit?

Comprehension- questions that identify, clarify, or sequence

- What happened at the end of the story?
- What happened first, next, last in the story?

Application- making connections to the text

- The boy was happy. Tell me about a time when you were happy.
- The bear was hibernating. Show me a picture of another animal hibernating.

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SAMPLE COMPREHENSION QUESTIONS

Analysis- categorizing/classifying and comparing/contrasting

- Jack rode his bike to the store. How else could he have gotten to the store?
- How are the two boys alike? How are they different.

Synthesis- main idea; and cause and effect

- What was our story about?
- When it started to rain, what did the little girl do?

Evaluation- real/not real, fact/fiction

- Can an elephant really talk, dance, and sing?
- Is the book *Elmer* fact or fiction?

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**DEVELOP COMPREHENSION QUESTIONS AT DIFFERENT LEVELS OF COMPLEXITY.
CONSIDER THE TARGET CCSS SELECTED TO WRITE QUESTIONS.**

Some examples based on To Kill a Mockingbird:

Knowledge

- How old was Miss Caroline?

Comprehension

- Why did the class murmur when Miss Caroline said she was from Winston County?
- What happened first, second, last?

Application

- Miss Caroline was 21. What will happen to you when you are 21?

Analysis

- Why was Jem in a haze?

Synthesis

- What is the theme of this story?

Evaluation

- What is the author's tone in this passage? The author's purpose?

PLANNING HOW STUDENTS WILL RESPOND

Use of speech or communication device to answer questions

Multiple choice-style questioning

Communication applications for tablets (e.g. GoTalk Now, Proloquo2Go)

Graphic organizers

The image displays three overlapping educational templates:

- T-Chart:** A simple T-shaped graphic organizer.
- KWHL Chart:** A chart with four columns:
 - What do you Know?** (with a head icon)
 - What do you Want to know?** (with a question mark icon)
 - How can you find out?** (with a magnifying glass icon)
 - What did you Learn?** (with a clipboard icon)
- Story Map:** A narrative structure template with sections for:
 - Main Characters** (paw print icon)
 - Settings** (house icon)
 - Problem** (paw print icon)
 - Solution** (paw print icon)
 - Sequence:** A central flow labeled **FIRST**, **NEXT**, and **LAST** with arrows and a **1-2-3** marker.

RESPONSE BOARD OPTION

- Provides a visual aid
- Simplifies responding by offering options
- Only use for students who cannot compose answer using speech

A sample response board template with the following layout:

- Top Row:**
 - Icon of an open book with the word **help**.
 - Icon of a question mark with the text **Who tells about a person.**
 - Text **Chapters 1-9**.
- Grid of Photos:** A 3x3 grid of small photographs, each with a name below it:
 - Row 1: Misha, Mr. Tate, Grandma
 - Row 2: Jimmy, Gaby, Ice
 - Row 3: Derek, Coach, Ducky

STRATEGIES



Evidence-Based Practices:

Using Interactive read-aloud (story-based lessons): helps students make connections and create visual images with text.

Task analysis (Browder, Trela & Jimenez, 2007)

- Steps for teaching story-based lessons
- Research supports the use of story-based lessons as evidence-based practice for teaching literacy (Hudson, & Test, 2011).

Time delay: used to teach vocabulary

Least Intrusive Prompting: to teach comprehension

Model Lead Test: To teach concepts (e.g., story grammar)

STEPS IN TIME DELAY

1. Prompt is paired with the target stimulus
2. Process repeated for all vocabulary
3. Repetition of trials with vocabulary shuffled each time
4. Teacher delays introduction of prompt
5. Array is displayed, teacher gives command, and waits before showing the answer.

Time delay is effective when the student anticipates the correct response.

Time delay can be used across content areas



Vocabulary Script Using the Time-Delay Procedure

Note: "Show me" means any form of indication, including pointing to, pulling a card from a choice board, or eye gazing to a choice.

Vocabulary Cards

Round 1: 0-Second Delay

Round 1 is a warm-up round. Ss may need numerous trials at Round 1 before moving to Round 2.

Step 1 Present the vocabulary cards to a S and review them. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this first round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and provide an immediate prompt (0-second time delay) by pointing to the vocabulary (water) while giving the direction.

Step 3 Provide feedback. If the S points correctly, provide praise, Yes, you pointed to water. If the S does not point to the correct response, use a physical prompt to help the S locate the

correct response. Then give praise, Very good! You pointed to water.

Step 4 Shuffle the cards and move on to the next word.

Step 5 Repeat these steps for each S in the group.

Step 5 Continue until each word has been presented 2 times.

Note: There should be no errors on this round. Do 0-second time delay 2 or 3 times. When the S consistently responds, move on to a 5-second time delay.

Round 2: 5-Second Delay

Step 1 Present the vocabulary cards to a S. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

Step 2 In this second round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and then wait up to 5 seconds (5-second time delay) for the S to independently respond or begin to initiate a response. Tell the

S to wait if he or she is not sure, If you are not sure, wait and I will show you.

Step 3 Provide feedback. If the S points correctly, provide praise, Yes, you pointed to water. If the S does not point to the correct response, use a physical prompt to help the S locate the correct response and say, for example, This is water. Then repeat the direction, Find water.

Step 4 Shuffle the cards and move on to the next word.

Step 5 Repeat these steps for each S in the group.

Note: If a S starts to respond with unprompted correct responses, then praise only those responses and do not praise prompted correct responses.

If a S begins to indicate an incorrect answer, attempt to block the response, then redirect the S to the correct answer. If a S indicates an incorrect response several times, revert back to 0-second time delay to help the S gain success.

Vocabulary Comprehension

Present the vocabulary cards in sets of 2 (Level 1), 3 (Level 2), or 4 (Level 3). To check for comprehension of the vocabulary words, have Ss point to the vocabulary card while you give a definition.

Round 1: 0-Second Delay

Point to the vocabulary card while saying the definition and ask the S to point to the same. For example, Find the one that is a colorless, odorless, tasteless liquid. Yes, water. Repeat for each S in the group. Complete this for a few rounds and then move to Round 2.

Round 2: 5-Second Delay

Ask a S to find the vocabulary card as you say the definition. For example, Find the (object/picture/word) that is a colorless, odorless, tasteless liquid. Good, you found water. Water is a colorless, odorless, tasteless liquid.

Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each S.

VOCABULARY USING TIME DELAY

Video clips from pilot study

1. Receptive

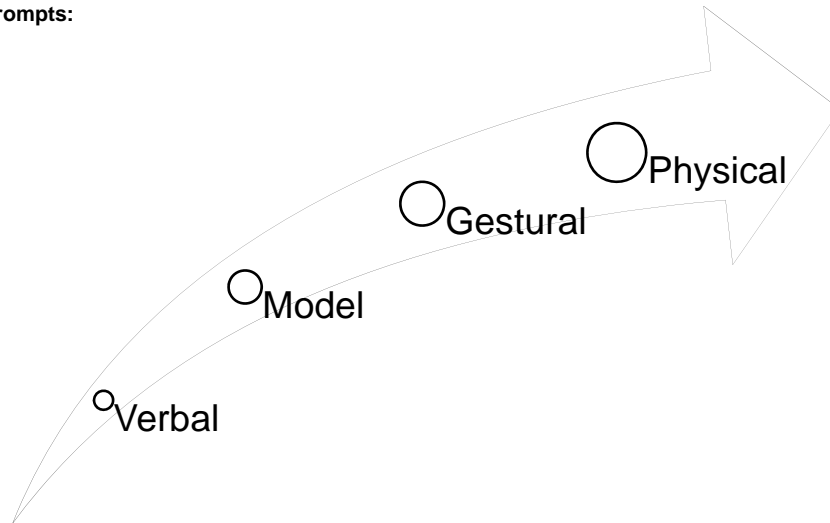
<http://mast.ecu.edu/modules/ps/lib/media/video01.html>

2. Expressive <http://mast.ecu.edu/modules/ps/lib/media/video02.html>



SYSTEM OF LEAST INTRUSIVE PROMPTING

A hierarchy of prompts:



LITERAL RECALL

- Ask a questions in which the answer is clearly stated in the text



Who would never tell the boy about the Land of the Golden Mountain?

- Present response options
 - mother, grandmother, his teacher
- Student responds correctly: Praise
- Incorrect/no response
 - Verbal prompt
 - Model prompt
 - Physical prompt
- Reinforce even if prompted
- Fade reinforcement over time

Script for Literal Recall



If correct, praise. If no/incorrect response is provided prompt by providing a verbal prompt (e.g., “Let’s reread. Stanley wrote a letter to his family and went to his cot to go to bed. What did Stanley write to his family?”) and waiting 4 seconds.

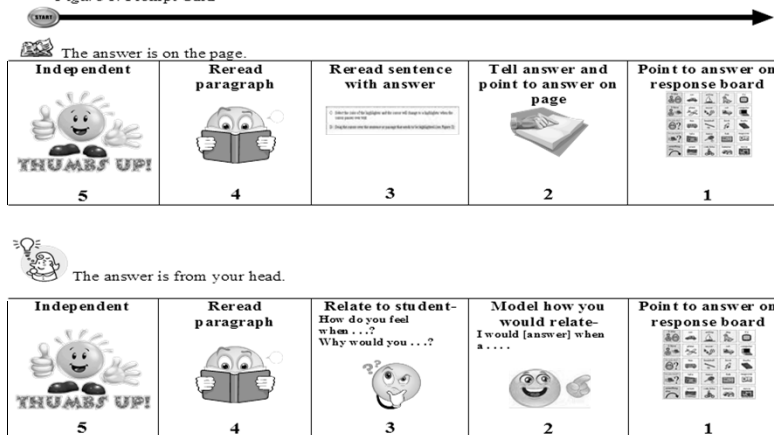
If still no/incorrect response, provide a model prompt (e.g., “Look, it says Stanley wrote a letter to his family. Here is the answer, letter. What did Stanley write to his family? A horse, rock, or letter?”) and wait 4 seconds.

If still no/incorrect response, provide a physical prompt (e.g., “Stanley wrote a letter to his family” while providing hand over hand assistance to touch the picture/object of letter).

HOW TO USE FOR COMPREHENSION

4 prompt levels

Figure 1. Prompt Card



ANSWERING COMPREHENSION QUESTIONS

Video clip from study

<http://mast.ecu.edu/modules/ps/lib/media/video06.html>



GENERALIZATION ACROSS CONTENT: ELA

Teach the same skill (e.g., main idea; characters; setting) across texts (e.g., Macbeth, Call of the Wild, Great Expectations)

Ex: Teach a rule = Where is a place

Mims, Hudson, & Browder (2012)
















When you hear		
		
What	Listen for a thing.	
		
Why	Listen for a "because."	
		
Who	Listen for a name.	
		
When	Listen for a time or date.	
		
Where	Listen for a place.	

Figure 2. Rules for answering comprehension questions



Main Idea Script

Using My Turn-Together-Your Turn Procedure

Today we are going to learn about main idea. When we read a story, it is important to know the main idea of what the author is saying. The main idea the most important information the author is trying to tell us.

My turn first: Listen. What is a main idea? The main idea is the most important information the author is trying to tell us.

Let's say it together: The main idea is the most important information the author is trying to tell us.

Your turn: What is a main idea?

S: The main idea is the most important information the author is trying to tell us.

Yes, the main idea is the most important information the author is trying to tell us.

Continue using the My Turn-Together-Your Turn procedure to correct errors and until each S says it independently.

For Ss who are nonverbal, use an AAC device preprogrammed with the words *main idea* and its definition. Have the S activate the device to define *main idea* during My Turn-Together-Your Turn. Some Ss may need several rounds of constant time delay to teach the concept of *main idea* and its definition.



APPLYING RESEARCH-BASED STRATEGIES TO TEACH COMPREHENSION TO STUDENTS WITH SEVERE DISABILITIES

Planning read-alouds

Selecting and adapting text

Writing comprehension questions

Planning how students will respond

Using appropriate instructional methods

Using peer readers

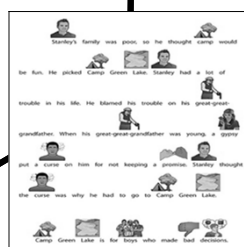
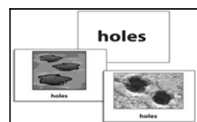
PUT IT ALL TOGETHER

d3

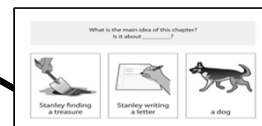
Interactive
Read-aloud

Literature-based

Word study






Comprehension










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- d3** I've pulled some things from TS ELA that maybe can be cleaned up and maybe use some that go to same story. These were from Pam's ppt.
dbrowder, 7/9/2014




LESSON 8: RESEARCH






 Mahatma Ghandi was born in India in 1869. He was a




 lawyer; he helped his country in their struggle for civil





 rights. Civil rights are when all people in a country have




 the same human rights and privileges.




 Gandhi did not believe in fighting He decided to








 use peaceful ways to solve problems.

Lesson 8: Research cont.

K	W	H	L
What I <u>K</u> now	What I <u>W</u> ant to Know	<u>H</u> ow will I find information?	What I <u>L</u> earned

STUDENT LED RESEARCH-EXAMPLE OF NONFICTION TEXT- *A THOUSAND PAPER CRANES*

KWLH Organizer

K What do I KNOW?	 Sadako lived in Hiroshima, Japan.  Sadako became sick with leukemia.  Sadako made paper cranes when she was sick.
W What do I WANT to know?	 What is leukemia?
H HOW do I find out?	 I used the internet and watched a video on Leukemia Education for Kids
L What did I LEARN?	

➔

Writing

- Use the same response options as in text
- Students can
 - write their answers
 - Say their answer for someone else to write
 - Circle answers
 - Paste words, symbols, or photos
- Types of writing
 - Persuasive writing
 - Narrative writing



PERSUASIVE WRITING

Book List Intervention Outsiders Ch 1 2 Pony-Boy-1

You need to write 5 sentences to create your paragraph.

Sentence 1: The introduction

Sentence 2: An opinion

Sentence 3: A supporting fact


Sentence 4: A second supporting fact


Sentence 5: The conclusion


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Book List Intervention Outsiders Ch 1 2 Pony-Boy-1

What will you write about?

 a character and setting

 a big idea

 an airplane

6 of 94

I I think

W Why?

r reasons:

i if







t then:

e explain:


N Name your topic?


O Order your sentences


W Wrap it up and name topic again ?

  I think that we should take a field trip to the beach.    

Appendix A
Paragraph Graphic Organizer

 TOPIC SENTENCE

 DETAILS

 CONCLUSION

I Write NOW Strategy, Katherine Trela, Used with Permission.

VIDEO EXAMPLES

Holes (49:00)

<http://youtu.be/NyRIhHw2mbU>

The Diary of Anne Frank (3:29)

<http://youtu.be/ACDJ-AmrZl>

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QUESTIONS?

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