

ELEMENTARY ELA CASE STUDY

4th Grade Reading Standard

What are the students learning?

Grade level standard: RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Example Learning Progression for Elementary ELA:

WA-AIM Access Points			Teacher adjusted	Grade Level Standard
Less Complex	Intermediate	More Complex	Further Complexity	Grade Level Standard
Student will identify similarities between two representations of a story.	Student will identify differences between two representations of a story.	Student will compare and contrast two representations of a story.	Student will explain how the similarities and differences between two representations of a story change the way we understand a story.	RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

← Educator adapts instruction to meet the needs of students and deepen learning toward grade level standard →

How could I teach this standard in general education to all students?

- **Anchor Text:** The entire class will use the anchor text *The Lightning Thief* by Rick Riordan, along with its film adaptation *Percy Jackson & the Olympians: The Lightning Thief* (2020). After reading a section from the book, watch the corresponding film clip and engage in a discussion about the similarities and differences between the two versions. Learn more about accessing grade-level text in this [TIP Sheet](#).
- **Venn Diagram Study:** To create a deeper understanding of the difference between how a story is presented in a book versus video, use a Venn diagram to compare what is presented through the story and what we learn through the movie. Learn more about graphic organizers in this [TIP Sheet](#).
- **Grand Conversations:** To explore the connection between an illustration and the story's text more deeply, engage in a grand conversation with a small group or the whole class. Questions might include:
 - What do you see in this picture?
 - Look at the illustration of the character. What do you see? Let's listen to what their words say. How did the author describe the character?

- What do you know about the setting from the illustration?
- Can you tell how the character is feeling by the illustration?
- **Think Aloud:** As you read texts aloud, think aloud about how you might compare the illustrations in the text with the words from the story. Talk aloud about what you see in each picture and how it gives you additional insight into the characters in the book. Talk about how in picture books, the author or illustrator sometimes uses illustrations, rather than words, to convey problems/solutions, settings, and characters.

How could I measure understanding of the standard for students with significant cognitive disabilities?

Start with how you measure student understanding for all students and adapt from there. For example, if you assigned the whole class a Venn diagram to fill in based on the story, you could do the same for a student who has significant cognitive disabilities. For students who might need alternatives to individual completion of the Venn diagram, their task may involve multimodal assessments that could include interviews or conferences with students to gauge their understanding.

If the student requires additional support, use the WA-AIM Access Point Framework to scaffold to the standard.

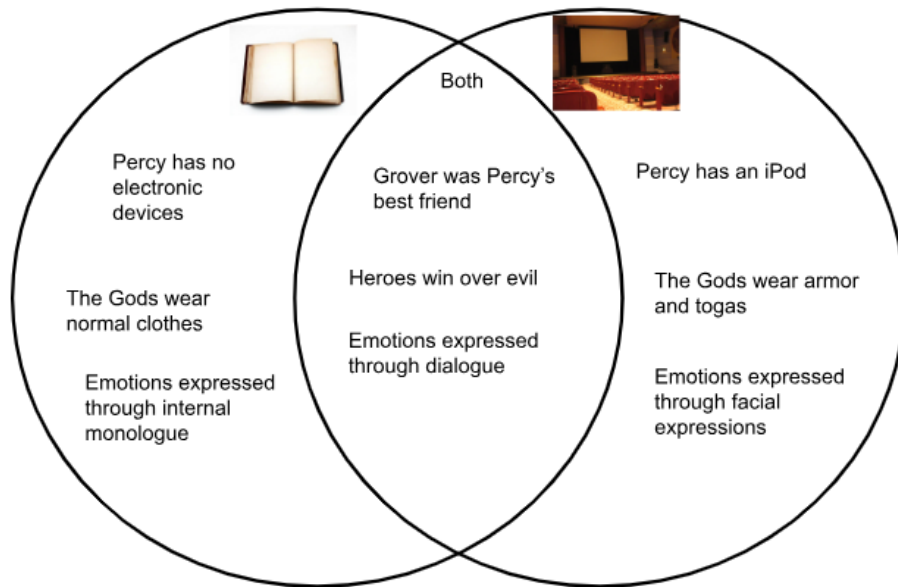
Further Complexity towards the Grade-Level Standard

It is important to give the student an opportunity to demonstrate their understanding of the grade level standard. However, it is likely they will require some accommodations and possibly slight modifications in how it is assessed. In this case, two options might be appropriate.

First, the team may increase the amount of scaffolding or accommodations than most students already get on the assessment, and/or provide the student an opportunity to demonstrate skills in the general standard with a focus on the essential components and greater instructional scaffolding. For example, in this lesson, the student may be able to meet the grade-level standard (e.g. identify similarities and differences between two story representations; the More Complex Access Point and further explain how these similarities and differences change the way we understand the story.) given:

- More accommodations compared to other students (e.g., written answer choices instead of open response questions, more prompting)
- Additional scaffolding (e.g., multiple choice, fill in the blank, word bank)

After completion of the Venn diagram, the student may use sentence stems and a word bank to communicate how the similarities and differences changed how they understood the story.

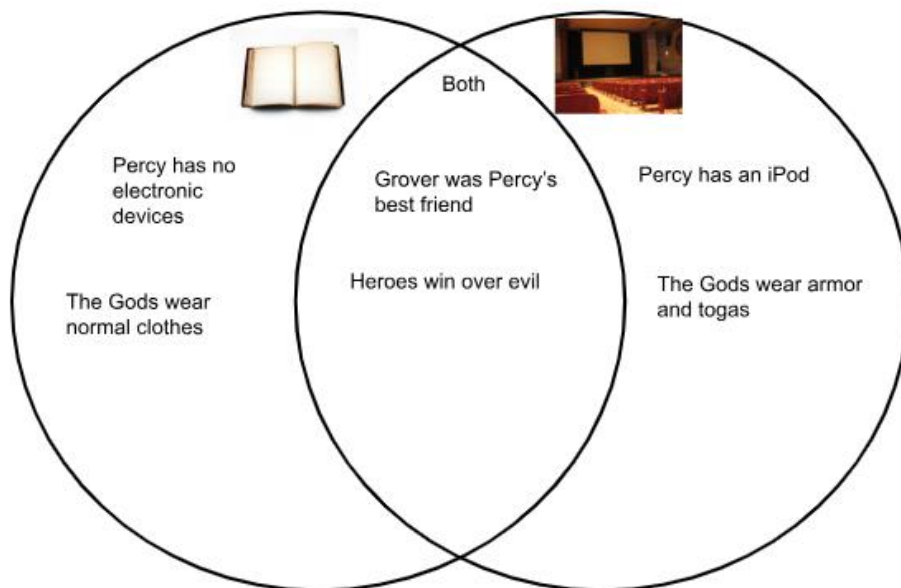


One similarity/difference that changed the way we understood the story in the movie was the way the Gods dressed in the movie (wearing armor and togas) versus the book (normal clothes). This changed how I understood the story because the Gods did not blend in with regular people like they did in the book.

If the student requires additional scaffolding, consider the More Complex Access Point.

More Complex (WA-AIM Access Point)

To assess the student’s more complex demonstration of the standard, have them compare and contrast the two versions of the story using the communication mode and supports that work best for them.



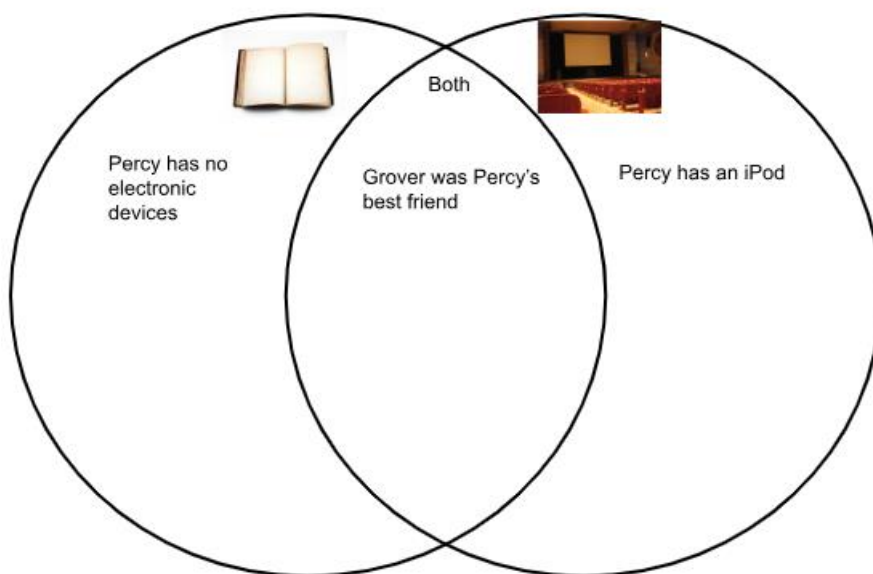
If the student requires additional scaffolds beyond the More Complex Access Point, consider using the Intermediate Access Point

Intermediate (WA-AIM Access Point)

To assess the student's intermediate Access Point understanding of the standard, you might ask them to identify one difference between two versions of the story. If communication serves as a barrier, you might give the student options to choose from.

Ask, "Which one of these was a difference between the book and the movie?" If needed, read each answer aloud. Ensure the student can say, touch, or move the answer to the correct place on the Venn diagram.

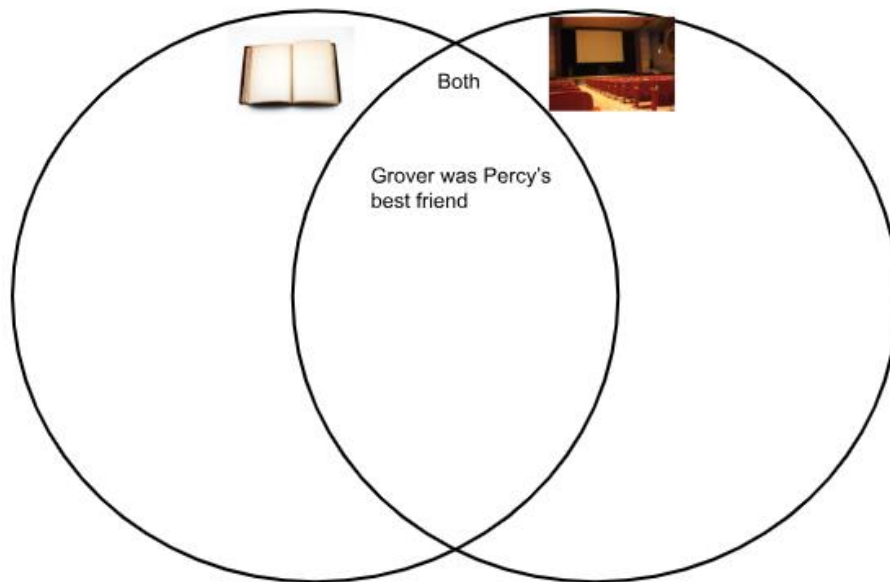
1. In the book, the main character's name is Percy. In the movie, the main character's name is Patrick.
2. In the book, Percy has no electronic devices since they attract monsters. In the movie, Percy has an iPod. (correct answer)
3. In the book, there is no Ares. In the movie, Ares is the main character.



If the student continues to require additional scaffolding given the Intermediate Access Point, consider the Less Complex Access Point.

Less Complex (WA-AIM Access Point)

The Less Complex Access Point for this standard is to identify similarities. Start by assessing similarities between the book and the film. If communication serves as a barrier, you might give the student options to choose from. If they have difficulty reading text, visuals are always a great option to increase accessibility.



Ask, "Which one of these is a similarity between the book and the movie?" If needed, read each answer aloud. Ensure the student can say, touch, or move the answer to the correct place on the Venn diagram.

1. **Grover was Percy's best friend. (correct answer)**
2. Grover is sweet and caring.
3. Grover likes to gamble.

If the student answers incorrectly, say "Oh, that's not right. Let's try again, which one was similar?" That means both the movie and the book were the same in this way.

Reducing Barriers for Learners who have Significant Cognitive Disabilities in Large Group Lessons

Make reducing barriers an ongoing practice embedded in the instructional process - take a few minutes to think about your process! Is there a barrier related to:

- **Interest or engagement?** Think about how to incorporate the student's lived experiences, culture, and interests in the literature you select and examples you use to highlight key ideas.
- **Background knowledge?** Think about highlighting key ideas (e.g., similarities and differences) and define key vocabulary (e.g., compare, contrast).
- **Showing what they know?** Think about having options for how students use learning tools (e.g., graphic organizers) and technology to communicate.

For example, one possible barrier is if there is only one way to learn the story of Percy Jackson (by reading the book). Ideas to reduce this barrier could include classroom educators offering an audiobook or adapted book. Other accessibility considerations could include:

- Prompting students to use or ask for the accommodations that they need, such as audiobooks.
- Task paraprofessionals with ensuring student's assistive technology is available at all times, if appropriate.
- Offer digital formats so the size of text, contrast, or other visual content can be adjusted.
- Offer alternatives to text such as objects, partial objects, and tactual representations. For

example, a Venn diagram with objects.

- Use text alternatives such as captions or automated speech-to-text or text-to-speech software.
- Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text.



Expanded Learning Progression for Elementary ELA

	WA-AIM Access Points			Teacher Adjusted	Grade Level Standard
	Less Complex	Intermediate	More Complex	Further Complexity	Grade Level Standard
Student Skill	Student will <u>identify</u> similarities between two representations of a story.	Student will <u>identify</u> differences between two representations of a story.	Student will <u>compare and contrast</u> two representations of a story.	Student will <u>describe</u> how the changes between the descriptions and directions in two versions of a story help or change how the story is understood.	RL.4.7 <u>Make connections</u> between the text of a story or drama and a visual or oral presentation of the text, <u>identifying</u> where each version reflects specific descriptions and directions in the text.
Complexity Details	<ul style="list-style-type: none"> • Similarities only 	<ul style="list-style-type: none"> • Differences only 	<ul style="list-style-type: none"> • Similarities and differences 	<ul style="list-style-type: none"> • Similarities and differences • Describe how similarities and differences change how the story is understood 	<ul style="list-style-type: none"> • Descriptions and directions in two versions of a story • Describe how each format of a text, story, or drama reflects themes and emotions through descriptions and directions
Success Criteria Ex:	<ul style="list-style-type: none"> • Identify multiple similarities 	<ul style="list-style-type: none"> • Identify multiple differences 	<ul style="list-style-type: none"> • Sort similarities and differences into a Venn Diagram 	<ul style="list-style-type: none"> • Identify changes in descriptions and directions between two versions of a story • Identify how the changes impact the reader 	<ul style="list-style-type: none"> • List changes in descriptions and directions between two stories • Cite where those changes are in each text
Instructional Strategy Examples	<u>Visual Supports</u> <ul style="list-style-type: none"> • Concrete objects from the story <u>Scaffolds</u> <ul style="list-style-type: none"> • Highlighted text with visuals <u>Technology</u> <ul style="list-style-type: none"> • AAC with vocabulary 	<u>Visual Supports</u> <ul style="list-style-type: none"> • Color-coded Venn diagram with raised lines <u>Scaffolds</u> <ul style="list-style-type: none"> • Select passages from the text to use <u>Technology</u> <ul style="list-style-type: none"> • Use of technology to adjust reading levels of text 	<u>Visual Supports</u> <ul style="list-style-type: none"> • Choice cards (examples/ non-examples) <u>Scaffolds</u> <ul style="list-style-type: none"> • Prompting and fading • Peer supports <u>Technology</u> <ul style="list-style-type: none"> • Use of tablet to drag and drop choices into graphic organizer 	<u>Visual Supports</u> <ul style="list-style-type: none"> • Graphic organizer with visual supports <u>Scaffolds</u> <ul style="list-style-type: none"> • Structured responses • Sentence stems • Word banks <u>Technology</u> <ul style="list-style-type: none"> • Read-aloud and speech-to-text features 	<u>Visual Supports</u> <ul style="list-style-type: none"> • Graphic organizer <u>Scaffolds</u> <ul style="list-style-type: none"> • Modeling identification of changes in description or direction • Flexible grouping <u>Technology</u> <ul style="list-style-type: none"> • Hardcopy, audiobook, and e-book formats