Character's Feelings and Events | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is this video about?

In this self-contained elementary classroom, students work as a group with a teacher to complete an "Internal States Chart" that identifies events, characters involved, and the feelings of the characters in a text. Students are supported in labeling the feelings with a communication board that offers picture symbols and words for twelve different emotions. The teacher might continue the lesson by having the students change an event in the story and analyze how that change would affect the characters' feelings. This will help students to determine the significant events in the story and the way those events influence characters' feelings and actions. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Reading Literature

What others areas of ELA instruction that are also addressed in this video?

Speaking/Listening and Language

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained Setting

The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Communication Impairments

What are the primary Essential Elements that are linked to the video?

- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.

What additional Essential Elements can be linked to the video?

EE.L.1.5.c Demonstrate emerging understanding of word relationships. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.

What other grade level Essential Elements can this teaching strategy be used?

- EE.RL.2.3 Identify the actions of the characters in a story
- EE.L.2.5.a Demonstrate understanding of word relationships and use. Identify real-life connections between words and their use (e.g., happy: ÒI am happy.Ó)
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.L.3.5.c Demonstrate understanding of word relationships and use. Identify words that describe personal emotional states.
- EE.RL.3.2 Associate details with events in stories from diverse cultures.
- EE.RL.3.3 Identify the feelings of characters in a story.
- EE.RL.4.1 Use details from the text to recount what the text says.
- EE.RL.5.3 Compare two characters in a familiar story.
- EE.RI.5.3 Compare two individuals, events, or ideas in a text.
- EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
- EE.RL.6.3 Can identify how a character responds to a challenge in a story.
- EE.RL.6.4 Determine how word choice changes the meaning in a text.
- EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
- EE.RL.8.1 Cite text to support inferences from stories and poems.

- EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.
- EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
- EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.
- EE.RL.9-10.3 Determine how characters change or develop over the course of a text.
- EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
- EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- DLM CORE Vocabulary and Communication
- Universal Design for Learning
- Text Comprehension: Anchor Read Apply
- DRTA and Other Approaches to Text Comprehension
- Generating Purposes for Reading
- Speaking and Listening

What other resources can be linked to the video to learn more about the instruction?

- DLM Familiar Texts to use with this approach: Third Grade: Mark Likes Dinosaurs (Initial Precursor) http://tarheelreader.org/2014/10/08/mark-likes-dinosaurs/
- Ben's Puppy (Distal Precursor) http://tarheelreader.org/2014/10/08/bens-puppy/
- The Case of the Missing Doll (Proximal Precursor) http://tarheelreader.org/2014/10/08/the-case-of-the-missing-doll/
- A New School (Target) http://tarheelreader.org/2014/10/08/a-new-school-2/
- Literacy for ALL: Guided Reading http://www.engagingalllearners.ca/ip/literacy-for-all/#0
- Character Traits Mini Lesson http://resource.deyogroup.com/330/CharacterTraits-Mini-Lesson.pdf