Setting a Purpose for Reading: Story Map, Part 2| English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained lower elementary classroom, the teacher reads a book and asks students to identify the story elements, specifically the problem in the story. The teacher uses an anchor chart as a visual aide to support student learning. Students use different modes of communication. While one student is responding orally to the teacher's question, another student is using a communication board to communicate her thoughts with the other adult in the group. 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 and Listening

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.1.1 Identify details in familiar stories.

What additional Essential Elements can be linked to the video?

EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.

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

- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.
- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.
- EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
- EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
- EE.RL.4.3 Use details from the text to describe characters in the story.
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- EE.RL.5.3 Compare two characters in a familiar story.
- EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
- EE.RL.6.3 Can identify how a character responds to a challenge in a story.
- EE.SL.6.4 Present findings on a topic including descriptions, facts, or details.

- EE.RL.7.3 Determine how two or more story elements are related.
- EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.
- EERL.8.2 Recount an event related to the theme or central idea, including details about character and setting.
- EE.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.
- 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.SL.9-10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.
- EE.RL.11-12.2 Recount the main events of the text, which are related to the theme or central idea.
- EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.
- EE.SL.11-12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.

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

- Text Comprehension: Anchor Read Apply
- Generating Purposes for Reading
- DR-TA and Other Text Comprehension Approaches
- Shared Reading

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

Story Maps: http://www.readingrockets.org/strategies/story_maps