Using a Timeline Containing Historical Events to Illustrate Text to Self | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained classroom, a teacher uses a timeline to guide a discussion with the students reflecting on previously read material on the Civil Rights Movement. Together, they review and add to a timeline. In order to help students think about how long ago these events took place, the teacher refers to the birth dates of the adults in the classroom. This helps students make a connection between something they know and have had experienced (i.e., birthdays), to something they are trying to learn and understand (i.e., timelines and events associated with the civil rights movement). The teacher also models the use of a communication book to assist in the discussion. After students have read various texts and created the timeline, they can use the information to help them create an argument about the civil rights movement with logically organized claims, reasons and evidence. 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 Information Text

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?

Physical Disabilities, Visual Impairments, Communication Impairments

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

EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.

What additional Essential Elements can be linked to the video?

- EE.SL.9-10.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.
- EE.SL.9-10.1.c Engage in collaborative discussions. Relate the topic of discussion to broader themes or ideas.
- EE.SL.9-10.4 Present an argument on a topic with logically organized claims, reasons, and evidence. Support, distinguish between letters and other symbols or shapes.

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

- EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.
- EE.RI.6.3 Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
- EE.SL.6.1.c Engage in collaborative discussions. Ask and answer questions specific to the topic, text, or issue under discussion.
- EE.SL.6.4 Present findings on a topic including descriptions, facts, or details.
- EE.RI.7.2 Determine two or more central ideas in a text.
- EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.
- EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.

- EE.RI.8.2 Provide a summary of a familiar informational text.
- EE.RI.8.3 Recount events in the order they were presented in the text.
- EE.SL.8.1.a Engage in collaborative discussions. Come to discussions prepared to share information previously studied.
- EE.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.
- EE.RI.11-12.2 Determine the central idea of a text; recount the text.
- EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.
- EE.SL.11-12.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.
- EE.SL.11-12.1.c Engage in collaborative discussions. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
- 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?

- Teaching Text Comprehension: Anchor-Read-Apply
- Generating Purposes for Reading
- Writing: Research and Range of Writing
- Supporting Participation in Discussion

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

- Timeline Helps: http://www.homeschoolinthewoods.com/timelinehelps.html
- Biographies: Creating Timelines of a Life
- http://www.readwritethink.org/classroom-resources/lesson-plans/biographies-creating-timelines-life-26.html?tab=1#tabs
- Creating Timelines http://www.readingrockets.org/article/creating-timelines