



GRADE 2 LITERACY:
TCRWP NONFICTION READING AND
INFORMATIONAL WRITING
SUPPORTS FOR STUDENTS WITH DISABILITIES

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Instructional Supports for Students with Disabilities using UDL Guidelines

Background Information

Learners should be provided with flexible options in the ways in which information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged.

Provide options for self regulation:

- Provide prompts, reminders, guides, rubrics, and checklists that focus on:
 - Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration
 - Increasing the length of on-task orientation in the face of distractions
 - Elevating the frequency of self-reflection and self-reinforcements

These checkpoints will be consistent throughout all tasks within this unit and within the general classroom environment.

Notes: When using white boards or creating hand-outs (font size and color can be varied for students with visual and attention differences, for students who require assistance with organization--columns, rows, color-coding, graphic organizers, outlines can be used)

Day 1: Preparing Students

Activate or supply background knowledge through multisensory approach. Provide multiple means of representation to assess students' prior knowledge.

Provide options for language – Incorporate multiple media illustrations to ensure the text is more comprehensible

- Do a picture walk of the excerpt of the text *Big Babies, Little Babies* on pages 22-23 and 42-43 (a document camera may be used to project the pictures in this book)
- Allow students to orally describe what they see in each picture and document their responses relative to animal families (e.g., teacher writes phrases, key words and/or sketches solicited from students on chart, overhead transparency, paper projected on a document camera, color code columns, etc.)

<p><i>Big Babies, Little Babies</i></p>	<p><u>Pages 22-23</u> Record student responses</p>	<p><u>Pages 42-43</u> Record student responses</p>
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- Read excerpt from the text **Big Babies, Little Babies** (pages 22-23, 42-43) and compare text read to the students’ picture walk perceptions or misconceptions about animal families.

Provide options for perception – Provide visual information

- Before showing students the video about penguins, set the purpose for viewing. Ask the students what they expect to see in the video, given the title.
- Chart student responses using the signal words **Who, What, When, Where, Why and How** (5 WH questions) on chart paper/overhead transparency/document camera/white board.
- Show students video about penguins.
- Document students’ responses to 5 WH questions (e.g., What are the penguins’ parents doing in the video? What did you learn about penguins? Refer to task description in unit.)

Provide options for comprehension – Activate or supply background knowledge

- Set a purpose for reading by providing students with a frame of reference (e.g., “Now we’re going to read about a specific animal family--wolves).
- Read excerpt from the text **Wolves** starting on page 18.
- Share information obtained from the text **Wolves** to aid comprehension.

Day 2: Supporting Comprehension

Task 1

Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge

- Set a purpose for the second viewing of the Penguin video and tell students that they will take notes on what they are watching.
- Engage students in a quick note-taking activity to **ensure** understanding of note-taking.
- Demonstrate the concept of taking a note in different ways (via sketch, key words, phrases) in response to the question, “What do you know about animal families?”
- Ask students to produce a note to demonstrate that they understand the concept (e.g., on post-its or in the booklet).
- Ask students to share their note-taking responses which will be documented on a chart, white board, etc.

Student Notes on Animal Families

For example, notes may include physical characteristics, parenting practices and students' interpretations.

Provide options for perception – Offer ways of customizing the display of information

Provide options for comprehension – Guide students to distinguish between relevant and irrelevant or non-important context (e.g., details)

- Instruct students to take notes and document **key details** from the Penguin video. Frontload the meaning of and give an example of a *key detail*.
- Use color-coding and charting (on chart, transparency, document camera, white board) of the 5 **WH** questions to elicit the key details from students.
 - Examples of **WH** questions are: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it?

Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge

Before viewing the Penguin video:

- Restate the purpose for second viewing of Penguin video and direct students to take notes of key details (on post-its or booklet, etc.).

Provide options for perception – Effective visual information for the lesson

During the Penguin video:

- Students will view Penguin video for the second time and take notes if or as needed to enhance recall and comprehension.

Provide options for comprehension – Ensure that all learners are able to process and translate content into useable knowledge.

- *Pause* video and conduct multiple comprehension checks by questioning students.
- Students will take at least one note after each pause.

Provide options for expression and communication – Reduce barriers to expression by ensuring that students have alternative media for expression.

After the Penguin video:

- Have students share out their notes and their observations.
- Document student responses (chart paper, white board, or other media).

Provide options for sustaining effort and persistence – Accommodate the varying levels of challenge by providing a range of demands and resources that optimally motivate all students.

- Divide students into needs-based groups and have them complete leveled assignments (e.g., one group of students will independently respond to the charted WH questions in their booklets, another group of students will write key words in response to the charted WH

questions, yet another group can draw pictures in response to the charted WH questions with teacher support).

Provide options for executive functions -- Provide explicit, informative, and timely feedback that will assist learners with monitoring their progress and guiding their efforts and practices.

- Confer with students individually and in groups and document trends and patterns in their responses.

Task 2

Provide options for language -- Clarify important vocabulary or syntax

Before reading the chapter entitled, “By Sea” in *Amazing Arctic Animals* refer to the activities done in Task 1 (note-taking, key details, WH questions)

- Read the chapter aloud and clarify new or unfamiliar vocabulary (e.g., elicit student-friendly definitions and chart responses)

Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge

During the reading:

- Divide students into groups (Those who can read independently will read the chapter on their own and jot notes about key details to answer the WH questions listed on the color-coded chart (in their booklets). Those who are not able to read independently will have access to the chapter in a teacher-directed group and/or pre-recorded reading of the chapter (and WH questions) and then jot/draw notes about key details to answer the WH questions listed on the color-coded chart/white board.

After the reading:

- Present the questions the students will be required to respond to after reading the chapter (refer to task).
- Have students share their responses with their peers (e.g., orally or graphically, think-pair-share).

Day 3: Supporting Comprehension

Task 3

Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge

- Read pages 22-23 and 42-43 from the text *Big Babies, Little Babies* in a well-modulated voice and pause strategically at several points.
- Ask questions as outlined in the student directions, and have students record their responses (e.g., notes, sketches, drawings, sentences, etc.).
- In each instance, allow students additional opportunities to orally add or expand on their written responses (e.g., Teacher may ask, “What do you mean by that?” “Give me an example.”)
- Chart student responses.

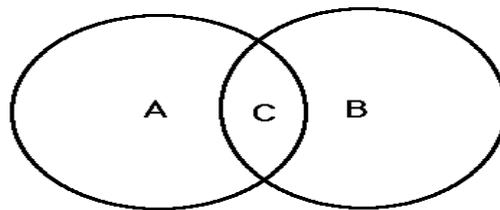
Task 4

Provide options for recruiting interest – Provide choices for students to ensure engagement within tasks of the lesson.

Provide options for sustaining effort and persistence – Foster collaboration and community

Create expectations for group work. Construct communities engaged in common interests. Provide prompts that will guide students.

- Divide students into groups (e.g., students who can work independently and students who require teacher assistance)
- Use a T chart or Venn diagram to develop the concept of *compare and contrast* by using the terms *same and different* using everyday examples.



A = Penguins or *Big Babies, Little Babies* B = *Wolves* C = Both

- Students will listen to the read aloud of several pages from ***Wolves***
- Students who are working independently can compare and contrast ***Wolves*** and ***Big Babies, Little Babies*** and record their responses.
- Students who require additional support can be guided through the use of a **T chart** or **Venn diagram** to document their understanding of same and different. They will compare and contrast the texts ***Big Babies, Little Babies*** and ***Wolves***.
- Students will engage in peer exchange of written or graphic representations of the concept of *compare and contrast*. Conference with students to help them self-correct and develop their critical-thinking skills.

Day 4: Supporting Comprehension

Task 5

Provide options for self-regulation -- Promote expectations and beliefs that optimize motivation

- Remind students of the internal controls and coping skills in reference to the rules that are in place for listening and viewing of videos. For example, students may refer to a checklist developed by the class community. This checklist can be displayed on a wall or on the desk of each student. The templates for the checklists can be designed in such a way that they accommodate both left and right-handed students.

Provide options for comprehension -- Highlight patterns, critical features, big ideas and relationships

- Provide students with a note card/sheet stating the question, “**How do alligators care for their young?**” Students may take notes (either phrases, words, or drawings) on their note cards. The question can be used to refocus their attention on the topic.

Provide options for physical action — Provide alternatives or physically responding

- Give students the option of writing notes during or after the video and choosing a writing medium based on their learning style (students can also choose to write or draw with pens, pencils, markers, crayons).

Provide options for perception – Offer ways of customizing the display of information

- Provide preferential seating for students who have visual and/or auditory challenges and may need to be in close physical proximity to the video.

Provide options for perception – Provide visual information

- Students will view video on alligators and record their responses on note cards/sheets previously provided. Teacher may pause video as needed to conduct multiple comprehension checks.

Provide options for recruiting interest – Involve all participants in whole class discussions

- Students will turn and talk and then share what they have learned about how alligators take care of their young with the larger group (either by referring to their note cards, which was optional, or recalling what they saw in the video).
- Students should revisit “picture walk” chart (from Day 1) briefly, so that accurate perceptions and misconceptions about animal families are clarified.

Task 6

Provide options for comprehension – Provide scaffolds that connect new information to prior knowledge

- Give students opportunities to recall and retell **how parents take care of their babies and how animal families live together** (teacher can record responses on chart paper/white board).
- List books and videos students have read and watched on chart paper (for student reference).
- Students will work in pairs to brainstorm possible topics related to animal families that they can write about and share out with class (teacher documents individual student choices).

Provide options for language – Highlight structural relations or make them more explicit

- Compare the elements of the sample chart (refer to student directions/task) with the elements of an informational book from the classroom library.

Provide options for expression and communication – Compose in multiple media

- In addition to different kinds of paper, students can use electronic media such as computers to type and illustrate the content based on their chosen topics.

Provide options for executive functions -- Provide models or examples of the process and product of goal-setting

- Give students a copy of the informational book checklist based on the sample chart so that they can refer to guidelines (see sample chart on informational books within task).

Provide options for perception – Use text equivalents in the form of captions or automated speech to text (voice recognition) for spoken language

- Students' implementation of task will be based on the medium chosen as it relates to their capacity to write (e.g., students with motor skills challenges may use a computer/keyboard). Other media chosen may include: pencil grips, tape recording students, highlighters, drawing, voice recognition technology, etc...

Provide options for sustaining effort and persistence – Differentiate the degree of difficulty or complexity within which core activities can be completed

- Students will create a first draft of their informational book independently or teacher-assisted.

Provide options for executive functioning – Enhance capacity for progress monitoring, guide students through the process of self-reflection by showing them how to develop self-monitoring questions

- Using a writing process checklist, students will engage in self assessment and reflection.
- Students will orally share the content of their informational book. Content may be written, drawn or sketched when in draft form.
- Students will use writing process checklist to guide peer review.
- Facilitate student access to Google Documents and provide meaningful feedback that students can use to complete their informational books.
- Progress monitor students' performance to date (e.g., time on task, structure and mechanics of writing and organization) by conferencing with students and/or providing feedback on post-its (sticky notes) and the use of error analysis.
Based on progress monitoring data obtained from this process, teacher will track trends, patterns and individual needs. In doing so, she can make an informed decision as to what skills/strategies should be taught again or reinforced before students can complete final revisions of their informational books and proceed with the task as stated.
- Based on the data, revisit the differentiation process if needed and restructure the task to allow opportunities for incremental student success (e.g., rubrics within this unit may have to be reconfigured or multiple rubrics created to achieve end goal).

Going “beyond” the tasks to stimulate interest and motivation for learning:

Provide options for recruiting interest – Involve all participants in whole class activities

- In addition to writing and illustrating their individual informational books, students can create and illustrate a class book on animal families.