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# How to Use



Welcome to **Teaching to Standards: English Language Arts** (TS: ELA). This curriculum is uniquely designed for students (Ss) with moderate-to-severe disabilities who are working toward accessing middle and high school grade-level standards in English Language Arts. It addresses the needs of Ss who may be nonverbal, who are early symbol users, who are symbol users, and those who may be reading text. With thoughtful preparation, you can meet the needs of each of your Ss.

## Group Size

The lessons were developed to be used with small group instruction (e.g., four students) but may be used with slightly larger groups of students or with individuals (e.g., in general education or a resource room). The key to making the lessons effective is to be sure all students have the opportunity to communicate responses (e.g., to answer the comprehension question) during the lessons.

## How Often to Use

The lessons should be taught on a daily basis. An entire lesson may take about 30–45 minutes. This may seem like a long time for Ss who may have only worked on lessons in 5–10 minute periods, but the lessons allow for some natural breaks if needed. Teachers who have used TS: ELA found that Ss could do the entire lesson with just one break after the vocabulary introduction/review and reading the literature for the lesson. Lessons may also be started and completed the next day.

## Planning for Your Students

At first glance, the materials may seem too complex for the Ss you teach. However, remember that these lessons and materials have been especially developed for Ss with moderate-to-severe disabilities and have been successfully used by real teachers. To make them work for your Ss, some planning is needed.

## Identify the communication level of your students

The lessons address three communication levels. Identifying your Ss' beginning point of symbol use will be important in deciding which ideas in the lesson apply to each student who participates. Unit One lists learning objectives that may be appropriate for each level.

### Lesson 1

Fiction • Holes • Chapters 1–2

#### Learning Objectives

##### Level 1 Beginning with Symbols

- 1 Identify 5 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Participate in the steps of a story-based lesson.
- 5 Fill in an opinion.

##### Level 2 Moving Forward with Symbols

- 1 Identify 10 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Sequence two actions/events of the story.
- 5 Participate in the steps of a story-based lesson.
- 6 Fill in an opinion.

##### Level 3 Going Far with Symbols

- 1 Identify 15 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Sequence two actions/events of the story.
- 5 Participate in the steps of a story-based lesson.
- 6 Answer a main idea question.
- 7 Identify story grammar elements: main character and setting.
- 8 Read and locate text.
- 9 Generate an opinion.

#### Materials

##### Vocabulary Cards

- Level 1 (Photo Cards; see Appendix B): boys, water, holes, treasure, shovel
- Level 2 (Picture Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers
- Level 3 (Word Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers, college, letter, dig, hurt, camp
- Script Cards: Vocabulary, Main Character, Setting, Main Idea, Opinion
- The book, *Holes*, by Louis Sachar
- Bowl of water
- Right On Reader 1 (1 per S), pp. 7–15
- Student Response Book, pp. 6–9
- Sequence Cards: Stanley got off the bus, Stanley dug his first hole, Stanley planted a tree
- Setting Cards: Camp Green Lake and distractor cards (e.g., car, mountain, mall)
- Character Cards: Stanley Yelnats and distractor cards (e.g., Sam, the Onion Man; the basketball player; Mr. Sir)
- Daily Writing Journal, p. 6
- Story Map poster
- T-Chart poster
- Optional: Objects to support Level 1 vocabulary, AAC device, cards for Turn the Page and Open the Book

- **Level 1: Beginning with Symbols**—These students are just beginning to use symbols and may require concrete objects for understanding and responding. As their symbol use improves, photos of objects can be paired with the object to move the S into symbol use. The lesson can be adjusted for Level 1 Ss by using five vocabulary words, using objects to represent the

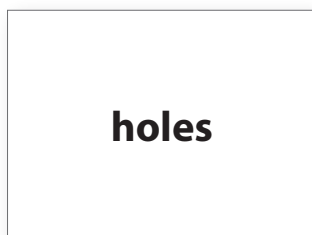
vocabulary or response options, and pairing photos with the objects to move Ss to a more symbolic level. Photo Vocabulary Cards are provided in Appendix B (included on the CD for convenient printing) of the Implementation Guide for these early symbol users. Print this file onto heavy card stock, cut apart, and laminate.



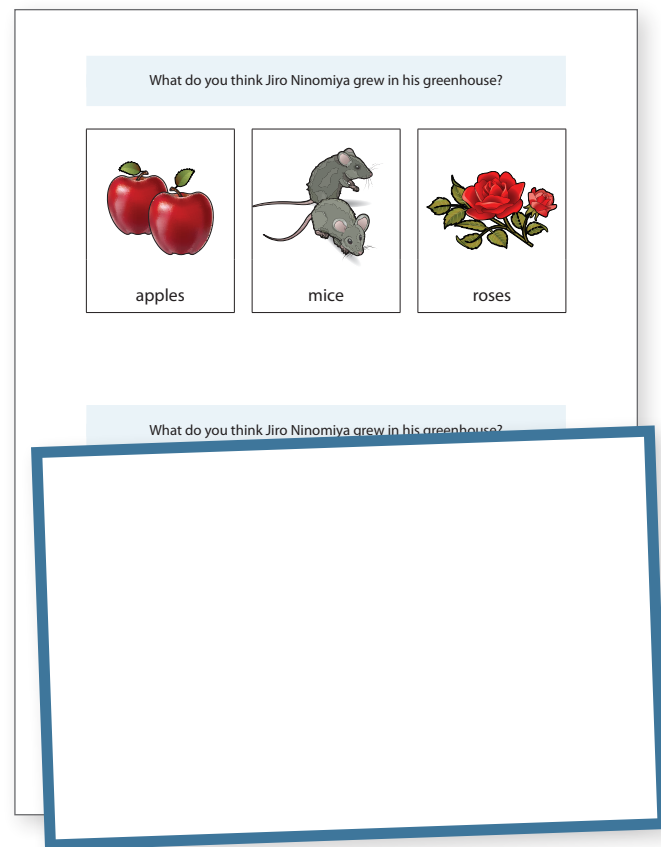
- **Level 2: Moving Forward with Symbols**—These Ss have concrete symbolic use. Vocabulary cards and response options provided in the Student Response Guide combine picture illustrations with text for this level. Level 2 Ss might learn 10 vocabulary words per unit.



- **Level 3: Going Far with Symbols**—These Ss are at an abstract symbolic level and may be reading text. Text-only vocabulary cards and response options (in the Student Response Guide) are provided for Ss at this level. Level 3 Ss might learn 15-20 vocabulary words per unit. These Ss may not need any response support or minimal response support via text.



The Student Response Book provides both Level 2 and Level 3 response options on one page when it is appropriate to the question asked. A blank card is provided for covering a response option. This allows you to display only the response option you want a S to use.



## Materials

Materials needed are listed at the start of the lesson. A few will need to be provided by you. The cards for each unit are color-coded for easy sorting and the proposed purpose of the card is indicated on the backside. However, you can use cards from any unit (e.g., using Unit One Character Cards as distractors [foils] for Unit Two) as options for Ss as they sort settings and characters, problems and solutions, etc.



## Decide how each student will respond

In addition to planning for the Ss' level of symbol use, determine exactly how the student will respond when asked a question during the lesson. Ss are encouraged to give a verbal response; however, the Student Response Book is provided for Ss who cannot respond verbally or for those who need response options. Always name the response options (except for Application) for Levels 1 and 2 Ss. The S may touch the response, eye gaze to a response, or use assistive technology that allows the student to respond. To the extent possible, use the S's current communication system.

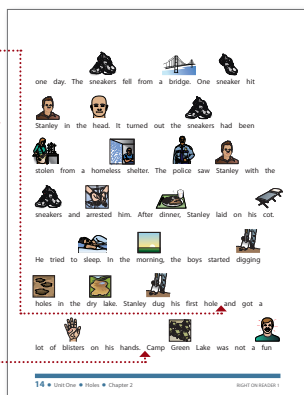
## 16 Second event in sequence

As you read this sentence, add the second Sequence Card to the Story Map: Stanley dug his first hole.

## 17 Sequence events

At the end of the chapter, remove the Sequence Cards from the Story Map. Present the cards to Ss and have them organize them on the Story Map (two events). Ask, What happened first in the chapter we just read? What happened next?

- Sequence Card 1: Stanley got off the bus.
- Sequence Card 2: Stanley dug his first hole.
- Distractor Sequence Card: Stanley planted a tree.



## Response Support

### Sequence events

If a S is unable to physically point to the Sequence Cards, ask the S to provide an eye gaze response.

## Order of Prompts

### Sequence events

- Give a verbal prompt. Let's reread a part of the story. Reread the sentences as they appear in the story. What happened first? Stanley got off the bus. Stanley dug his first hole. Stanley planted a tree?
- Model placing the cards in the correct sequence on the Story Map. The story says he got off the bus at Camp Green Lake. Here is the answer. First, Stanley got off the bus. What happened first?
- Guide the S's hand to touch the card as you say the sequence. First, Stanley got off the bus. Then he dug his first hole.

## Card scripts

Scripts for teaching a particular concept (e.g., setting) are common throughout the curriculum and are included on a separate card. Decide if you need to make any notes on the script to individualize the lesson for your Ss. For example, will you need to allow a S more time to respond? Will you need to use additional reinforcers? You may also find it helpful to read the information on the teaching procedures found in the Implementation Guide.



## Vocabulary Script

Using the Time-Delay Procedure

Note: "Show me" means any form of indication, including pointing to, pulling a card from a choice board, or eye gazing to a choice.

### Vocabulary Cards

#### Round 1: 0-Second Delay

Round 1 is a warm-up round. Ss may need numerous trials at Round 1 before moving to Round 2.

**Step 1** Present the vocabulary cards to a S and review them. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

**Step 2** In this first round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and provide an immediate prompt (0-second time delay) by pointing to the vocabulary (water) while giving the direction.

**Step 3** Provide feedback. If the S points correctly, provide praise, Yes, you pointed to water. If the S does not point to the correct response, use a physical prompt to help the S locate the

correct response. Then give praise, Very good! You pointed to water.

**Step 4** Shuffle the cards and move on to the next word.

**Step 5** Repeat these steps for each S in the group.

**Step 5** Continue until each word has been presented 2 times.

Note: There should be no errors on this round. Do 0-second time delay 2 or 3 times. When the S consistently responds, move on to a 5-second time delay.

#### Round 2: 5-Second Delay

**Step 1** Present the vocabulary cards to a S. For Level 1 Ss, present vocabulary cards in sets of 2; for Level 2 Ss, present vocabulary cards in sets of 3; for Level 3 Ss, present vocabulary cards in sets of 4.

**Step 2** In this second round, give the direction to find the target vocabulary. For example, say to one S, Show me water, and then wait up to 5 seconds (5-second time delay) for the S to independently respond or begin to initiate a response. Tell the

## Lesson Format

Each lesson is scripted to make it easier to teach and to minimize your preparation. An example script of what to say is indicated with color. The steps of the lesson are presented alongside the pages from the Right On Reader (the student text). Where to ask specific questions is indicated with an arrow. However, you may teach the steps in any order. For example, you may wish to have Ss respond to story grammar elements (e.g., setting, main characters, sequence) or a main idea question at the end of a chapter rather than where indicated.

The lesson plans give detailed instructions for what to say and do. The following good practice teaching techniques are included across all lessons.

## Time-delay procedure for vocabulary

The time-delay procedure is used for teaching new vocabulary. Refer to the Vocabulary Script Card for the procedure. Also visit the Attainment website for video footage of teachers using the time-delay procedure. Present the vocabulary review rapidly with minimal wait time between Ss.

## Prompting

The steps of the lesson may require you to prompt Ss for a response. Unit One (only) provides example response prompting and the proposed order of prompts. The goal is to use the least amount of support required to help the S make the desired response independently.

In Unit One, the prompt options are listed hierarchically. For example, review these prompts given for a literal recall question.

- ➡ **First prompt:** The S does not respond to the question or gives an incorrect answer, so you give a verbal prompt (consisting of rereading the sentence in the story, then asking the question).
- ➡ **Second prompt:** The S still does not respond or gives an incorrect answer, so you model giving (touching) the correct response, and then ask the question again.
- ➡ **Third prompt:** The S still does not respond or gives an incorrect response, so you physically guide the S's hand to the correct response while saying it.



### 18 Literal recall question

Ask this literal recall question and provide response options for Ss who need additional support: What did Stanley write to his family? A horse, a rock, or a letter? If correct, give praise.

### 19 Main idea

When first teaching, be certain Ss know what main idea means. Refer to the Main Idea Script Card.

Say, Think about the main idea of this chapter. What is the main idea? Use the Student Response Book, p. 9, to provide response options. Is it about why Stanley flew a kite, why he was at Camp Green Lake, or why he took a shower? If correct, give praise. Great job! The main idea of this chapter is why Stanley was at Camp Green Lake.

place. Digging was hard work. It was very hot. Stanley was so thirsty. He wanted a drink of water. He wanted to take a shower. Finally, the boys finished digging and returned to camp.

At Camp Green Lake, boys dig holes.

Stanley was tired. His blisters on his hands hurt. He missed his family. Before Stanley went to sleep, he wrote a letter to his family. He didn't tell them that Camp Green Lake was not fun.

UNIT ONE • PAGES • CHAPTER 2 • 15

### Response Support

**Literal recall question**

Use objects (a toy horse, a rock, a letter) or the response options from the Student Response Book, p. 9, for pointing or eye gazing.

**Main idea**

- Provide an AAC device preprogrammed with the definition of main idea.
- Use the response options from the Student Response Book, p. 9, for pointing or eye gazing.

### Order of Prompts

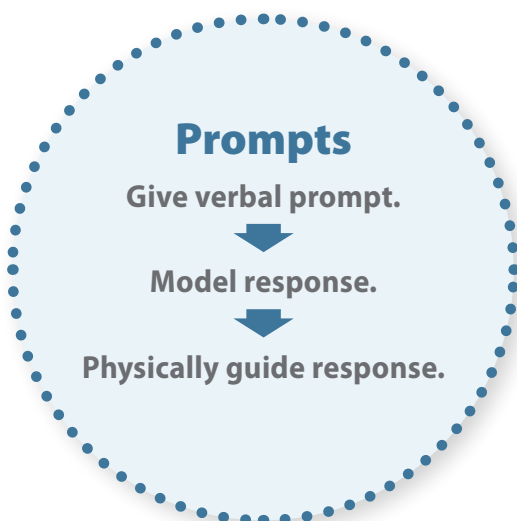
**Literal recall question**

- Reread the sentence in the story and give a verbal prompt, What did Stanley write to his family? A horse, a rock, or a letter?
- Model choosing letter in the Student Response Book. Say, Stanley wrote a letter. What did Stanley write?
- Guide the Ss hand to touch the response saying, Stanley wrote a letter.

**Main idea**

- Give a verbal prompt. The author writes a lot about why Stanley was at Camp Green Lake. The author mentions that Stanley took a shower, but the author never writes about why Stanley flew a kite. What is the main idea of this chapter?
- Model choosing the answer, The main idea is, why Stanley was at Camp Green Lake. What is the main idea?
- Guide the Ss hand to touch the answer as you say, The main idea of this chapter is, why Stanley was at Camp Green Lake.

Unit One gives examples of how to prompt for each step requiring it. Subsequent units just remind you of the prompting hierarchy using the prompt icon below. Refer back to Unit One for techniques in prompting.



## Teaching the Lessons

One of the most important tips for teaching the lessons effectively is to maintain an enthusiastic pace of instruction. Read the story with interest and expression, pausing briefly to make eye contact with the Ss. When first beginning a lesson, read the literature piece (e.g., Chapters 1 and 2) aloud without interruption. Then reread the literature piece and begin to apply the steps of the lesson. When you repeat a lesson/story, let Ss anticipate what is coming. Follow the script to use teaching methods effectively, but give it your own style of presentation. Take time to relate events from the stories to events in the Ss' lives or your own life. Use the themes or topics that come up in the story as a lesson plan topic in other subjects (e.g., for Geography, explore more about where Sweden is located during the unit where *Number the Stars* is read). Briefly explain vocabulary that Ss need to know in order to comprehend the story (e.g., warden in *Holes*).

Ss may benefit from repetitions of the same lesson. For example, a lesson may be repeated verbatim every day for a week, so that by the end of the week the Ss anticipate what will occur and will answer questions fluently.

All units have an Extension Activity Guide (see Appendix D in the Implementation Guide) that provides additional ideas for you to use to promote generalization of the concepts across other curricular areas. The guides promote the use of either weekly or monthly themes.

## Unit One Story-Based Lessons

Although learning to participate in an interactive read aloud is a priority for elementary-level literacy instruction, if Ss do not yet have these skills, they can be developed concurrently while using Teaching to Standards: English Language Arts. Unit One has embedded the steps of a story-based lesson (i.e., identifying author, title, opening the book, turning the page, reading the repeated storyline, pointing to text, etc.). These steps are described in more detail in the Implementation Guide. You may choose to skip these steps or embed them as you teach the units. They are modeled for you in Unit One (identifying title and author and repeated storyline are included in other units should you wish to include the steps).

## Adapting Materials per Student Need

This curriculum is flexible and can be used with students who are at different levels of literacy and use diverse communication systems. As explained earlier, Ss can participate using a variety of response options—using text, pictures, photos of real objects, or the objects themselves. For example, if a student is a picture user, picture response options are provided. Additionally, if that same student is working toward word use, words are paired with each picture, photo, and object. Students may give a correct response by saying the answer, pointing to the answer, using an augmentative/alternative communication (AAC) device preprogrammed with the response options, signing a response, using his or her eyes to gaze at the correct response, or other response modes. For example, in a small group one student may read the answer, another may hold up an object, and the third may eye gaze to the correct response.

The objectives may also be individualized for students. For example, a S who is verbal and has more text comprehension might be asked to explain why an answer was chosen, or asked to work on additional state ELA standards. A student with fewer skills—for example, one who did not learn to participate in literacy lessons in elementary school—can learn entry skills like finding the title, opening the book, repeating a storyline, and other early literacy skills while working on these units. Even a student at the lowest level of literacy should have the opportunity for full participation in each lesson so the student can gain grade-appropriate language arts skills concurrently with cultivating early skills. Sometimes students who begin with few entry skills make surprising progress when they realize how to use the response options to show what they know.

Many of the materials are also provided as PDFs on the CD, allowing you to print individual pages for Ss who need additional instruction, enlarged materials, or materials for eye gaze responses. In addition, an image library is included so you can create materials to meet the needs of your Ss.

## Moving to the Next Lesson/Unit

Ss may benefit from repetitions of the same lesson. Decide if this pace is too fast or too slow for a group of Ss. Even if Ss do not answer all questions correctly, most of the same skills will be repeated in the next lesson, so it may be preferable to move to a new lesson after a week to maintain student interest.

Each unit has a corresponding assessment allowing you to monitor progress. The assessment can be given at the end of the unit. Set a criterion for mastery depending on individual Ss (e.g., 80%). If Ss are below this criterion, repeat the entire unit, the last lessons in a unit, or simply practice the more difficult skills. You might also re-use the unit by adapting your own choice of novel/literature and developing comprehension questions while keeping the other skills the same. Note that the assessments can also be used as a pretest before instruction and a post-test after teaching to see what gains occurred, or the assessments can be used to determine when a student is ready to move to the next unit.

Specific instructions for administering the assessment and assessment score forms can be found in the Implementation Guide. An Assessment Response Book is also provided.

*Note that all of the above information is explained in more detail in the Implementation Guide.*

# UNIT ONE

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# Change



# Lesson 1

## Fiction • Holes • Chapters 1–2

### Learning Objectives

#### Level 1 Beginning with Symbols

- 1 Identify 5 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Participate in the steps of a story-based lesson.
- 5 Fill in an opinion.

#### Level 2 Moving Forward with Symbols

- 1 Identify 10 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Sequence two actions/events of the story.
- 5 Participate in the steps of a story-based lesson.
- 6 Fill in an opinion.

#### Level 3 Going Far with Symbols

- 1 Identify 15 vocabulary words.
- 2 Make a prediction.
- 3 Answer a literal recall question.
- 4 Sequence two actions/events of the story.
- 5 Participate in the steps of a story-based lesson.
- 6 Answer a main idea question.
- 7 Identify story grammar elements: main character and setting.
- 8 Read and locate text.
- 9 Generate an opinion.

### Materials

#### ● Vocabulary Cards

**Level 1** (Photo Cards; see Appendix B): boys, water, holes, treasure, shovel

**Level 2** (Picture Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers

**Level 3** (Word Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers, college, letter, dig, hurt, camp

#### ● Script Cards: Vocabulary, Main Character, Setting, Main Idea, Opinion

#### ● The book, *Holes*, by Louis Sachar

#### ● Bowl of water

#### ● Right On Reader 1 (1 per S), pp. 7–15

#### ● Student Response Book, pp. 6–9

#### ● Sequence Cards: Stanley got off the bus, Stanley dug his first hole, Stanley planted a tree

#### ● Setting Cards: Camp Green Lake and distractor cards (e.g., car, mountain, mall)

#### ● Character Cards: Stanley Yelnats and distractor cards (e.g., Sam, the Onion Man; the basketball player; Mr. Sir)

#### ● Daily Writing Journal, p. 6

#### ● Story Map poster

#### ● T-Chart poster

#### ● Optional: Objects to support Level 1 vocabulary, AAC device, cards for Turn the Page and Open the Book

## Prepare for the Lesson

- Choose the vocabulary cards based on the level of the Ss.
- Preprogram the AAC device for Ss who are nonverbal:  
*The author's name is Louis Sachar; At Camp Green Lake, boys dug holes (or holes); definitions for main character, setting, main idea, and opinion*

## Before Reading

Discuss the unit concept, **We are starting a new unit in English Language Arts today and the unit is about change. Does anyone know what the word *change* means?** Wait for Ss to give a response. **Change is when something becomes different. For example, change happens when you move to a different grade or to a different school. Changes happen in many different ways in our lives. There can be small changes—like taking a different bus to school—and big changes—like when a close friend moves away. There have been things that have changed in my life.** Share a change that you have had in your life.

**Tell me about something that has changed in your life.**

For Ss who cannot verbally respond, just discuss change in your own life, or add in something you know has changed for the S.

Summarize by saying, **We are going to study what change means for the next few weeks. We are going to read a book about some boys who had changes in their lives. The story is called *Holes*.**

## During Reading

Point out the following while reading the text:

- Change—at points during the text reading, you may come to a part where a character experiences a change in his or her thinking, or in his or her life. Stop and discuss the change.
- Main characters and settings
- Target vocabulary
- The sequence of events as indicated in the lesson.

Have Ss help read the repeated storyline when it appears in text.

## 1 Vocabulary introduction

Today we are going to learn new vocabulary words from the story, *Holes*. Introduce the vocabulary words and define them. Then use the time-delay procedure (Rounds 1 and 2) to review them. Refer to the Vocabulary Script Card.

## 2 Vocabulary comprehension

Use the time-delay procedure to have Ss point to the word/picture while you give a definition. Refer to the Vocabulary Script Card. Say, **Now I want you to find the words when I give you the definition.**

## Vocabulary Cards

- LEVEL 1** (Photo Cards): boys, water, holes, treasure, shovel  
**LEVEL 2** (Picture Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers  
**LEVEL 3** (Word Cards): boys, water, holes, treasure, shovel, friends, dry, lake, bad, sneakers, college, letter, dig, hurt, camp

### Definitions

<b>boys</b>	young men
<b>water</b>	a clear, colorless, odorless, and tasteless liquid
<b>holes</b>	hollow places in the ground
<b>treasure</b>	something valuable or something you care a lot about
<b>shovel</b>	a tool used to dig holes
<b>friends</b>	people you know, like, and trust
<b>dry</b>	having no moisture or liquid
<b>lake</b>	a very large pool of fresh water
<b>bad</b>	not good in any way
<b>sneakers</b>	another name for tennis shoes
<b>college</b>	a place to get more education after high school
<b>letter</b>	something you might write to someone
<b>dig</b>	to move dirt with a shovel
<b>hurt</b>	to cause injury or harm
<b>camp</b>	a place where people sleep outside or in tents to experience the wilderness and outdoors

## Response Support

For early symbol users, use objects to support vocabulary.

## Order of Prompts

Refer to the Vocabulary Script Card.

### 3

#### Title

Today we will read a book. The book is called *Holes*. It looks like this. Hold up the book titled *Holes*. Before we get started, help me find the title of the book. The title of our story is *Holes*. Show me the title on the cover of this book. Help Ss identify the title. If correct, give praise.

### 4

#### Author

Say, I need your help in finding the author of the book. Who can read the author's name? Pick one S to read the author's name. That's right! The author of our story is Louis Sachar. Everyone say it together, "The author's name is Louis Sachar." Give all Ss a chance to find the author's name on the book.

### 5

#### Anticipatory set

Hold up the vocabulary picture card for *lake* and say, **The story *Holes* takes place at Camp Green Lake. Here is a picture of what a lake might look like. A lake is full of water.** Point to the bowl of water and say, **Look, this is water, like lakes have. Touch the lake water.** Give Ss an opportunity to interact with the water. **What kinds of things can you do in a lake?**

## Response Support

#### Title/Author

If a S is unable to physically touch the title/author's name, have the S eye gaze to it for at least 2 seconds.

#### Anticipatory set

If a S is unable to physically interact with the water for the anticipatory set, have the S eye gaze to it for at least 2 seconds.

# Holes

By Louis Sachar



Based on the book *Holes*, by Louis Sachar.

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## Order of Prompts

#### Title/Author/Anticipatory set

- ➡ Give a verbal prompt, **Touch the title/author's name/the water.**
- ➡ Model touching the title/author's name while saying, **Touch the title/author's name/the water.**
- ➡ Physically guide the S's hand to touch the title/author's name/the water.



## 6 Open the book

Today we are going to start reading Chapter 1, but first we need to open the book. Find the book called *Holes* in your Right On Reader. Have Ss open their books. If correct, give praise.

## 7 Find Chapter 1

Say, Today we will start with Chapters 1 and 2. Let's find Chapter 1 and get the story started. Everyone, find Chapter 1 of *Holes*. Help Ss use the Table of Contents to find the correct page number.

## CONTENTS

### CHAPTER

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10	Stanley Finds the Treasure . . . . .	52

## Response Support

### Open the book

If a S is unable to physically open the book, place a picture card for Open the Book in the bottom right corner of the book cover and have the S eye gaze to it to request that you open the book.

### Find Chapter 1

Point to the 1 while you say, Let's find Chapter 1. Look for this number.

## Order of Prompts

### Open the book

- ➡ Give a verbal prompt, **Open the book.**
- ➡ Model opening the book while saying, **This is how I open the book. Now you open the book.**
- ➡ Provide hand over hand assistance to open the front cover while saying, **Open the book.**

## 8 Prediction

Have Ss leaf through Chapter 1 viewing the picture cues. Ask, **What do you think this chapter might be about?** Have Ss generate a prediction on their own if they can; note that there are no correct answers in prediction. **Thank you for making a prediction. Some of you think a shoe, some of you think a treasure, and some of you think a toothbrush. Let's read to find out.**

## CHAPTER 1

# Camp Green Lake



The largest lake in Texas used to be Green Lake. Now Green



Lake is dry. The water has gone and the land is flat and



dry. The people of the town moved away when the lake went



dry. But Camp Green Lake is still there. Camp Green Lake is a



camp for boys who have made bad decisions. Each boy has to

RIGHT ON READER 1

Unit One • Holes • Chapter 1 • 9

## Response Support

### Prediction

For pointing or eye gazing, provide choices from the Student Response Book, p. 6.

## Order of Prompts

### Prediction

- ➡ Give a verbal prompt by providing choices, **Do you think the chapter will be about a camp, a dog, or a toothbrush? Pick the one you think the chapter will be about.**
- ➡ Model pointing to camp while saying, **Pick one that you think the story might be about.**
- ➡ Guide the S's hand to camp while saying, **I think this chapter might be about a camp.**

## 9 Repeated storyline

The first time the repeated storyline appears, point to it and read it, **At Camp Green Lake, boys dug holes.** This is the repeated storyline for Chapters 1 and 2. Each time you hear this line, I want you to help me read it. You can say the last word in the sentence to finish it. Let's try to read it together so next time you can do it all on your own. Help me read it.

Reread the repeated storyline but stop before finishing it. Read, **At Camp Green Lake, boys dug \_\_\_\_.** Wait for a response. Give praise if correct. Repeat when the storyline appears again.

## 10 Target vocabulary

Begin reading Chapter 1 and stop when a target vocabulary word appears in text. Say, **I see one of our target vocabulary words on this page. The word is holes. Find the vocabulary word holes on this page.** If correct, give praise and add a brief reminder of what the word means.



dig a hole every day at this camp.



At Camp Green Lake, boys dug holes.



Stanley Yelnats was not really a bad boy, but a judge said



he was guilty anyway. The judge gave Stanley a choice. Stanley



could go to jail or to Camp Green Lake. The judge did not



tell Stanley what the camp was. Stanley's family was poor and



he had never been to camp. He thought camp would be fun.

## Order of Prompts

### Target vocabulary

- ➡ Give a verbal prompt, **Point to the word holes.**
- ➡ Model pointing to *holes* while saying, **Point to holes.**
- ➡ Guide the S's hand to the word *holes*, while saying, **holes.**

### Repeated storyline

- ➡ Reread the repeated storyline and/or say, **Press the button on your device to finish the repeated storyline.**
- ➡ Model saying, **holes.**
- ➡ Guide the S's hand to activate the AAC device.

## Response Support

### Repeated storyline

Provide an AAC device preprogrammed with the repeated storyline or the last word of the repeated storyline.

### Target vocabulary

If a S is unable to physically point to the word, ask the S to provide an eye gaze response.

# 11 Main character

The first time teaching about main character, make certain Ss know that a character is a person. Refer to the Main Character Script Card for instruction.

Write *Main Character* and *Not a Main Character* above the columns of the T-Chart. Have Ss sort the following cards, identifying the main character of this chapter.

- **Main Character:** Stanley Yelnats
- **Not Main Characters:** the basketball player; Sam, the Onion Man; Mr. Sir

Place the Main Character Card on the Story Map.

# 12 Setting

The first time teaching about setting, make certain Ss know that a setting is a place (and/or time). Refer to the Setting Script Card for instruction.

Write *Setting* and *Not a Setting* above the columns of the T-Chart. Have Ss sort the following cards, identifying the setting of this chapter.

- **Setting:** Camp Green Lake
- **Not a Setting:** car, mountain, mall

Place the Setting Card on the Story Map.

## Response Support




### Main character/Setting


Provide an AAC device preprogrammed with the definitions of *main character* and *setting*.


  He picked Camp Green Lake. Stanley had a lot of trouble in

his life. He blamed his trouble on his great-great-grandfather.

    Stanley's family said that a gypsy put a curse on Stanley's

   great-great-grandfather because he broke a promise.

  Stanley thought the curse was why he had to go to

 Camp Green Lake.

  At Camp Green Lake, boys dug holes.

RIGHT ON READER 1

Unit One • Holes • Chapter 1 • 11

## Order of Prompts

### Main character/Setting

Refer to the Main Character and Setting Script Cards.

## 13 First event in sequence

As you read this sentence, add the first Sequence Card to the Story Map:  
**Stanley got off the bus.**

## 14 Turn the page

As you read, help all Ss turn the pages in their own books at the appropriate times. If the S turns the page, give praise.

## CHAPTER 2

### This Camp Is Not Fun



Stanley got off the bus at Camp Green Lake. Camp Green Lake



had no fences but the warden did not have to worry about



boys running away. There was nowhere to run. Stanley was



assigned to Tent D. In Tent D, he met the other boys. The



boys told Stanley he would have to dig a big hole! Every day!

## Response Support

### Turn the page

If a S is unable to physically turn the page, place a picture card for Turn the Page in the bottom right corner of the page and have the S eye gaze to it to request that you turn the page.

## Order of Prompts

### Turn the page

- ➡ For Ss who do not independently turn the page, give a verbal prompt, **Help keep our story going. Turn the page.**
- ➡ Model turning the page while saying, **This is how I turn the page to keep the story going.**
- ➡ Use hand over hand assistance to help the S turn the page.

# 15 Text-point

Continue reading Chapter 1. Stop when you read, **Stanley took a shower.** Have Ss locate this sentence in their books, **Show me what line I am on.** Read the sentence again and point to each word as you read it. **Your turn.** You point to the words while I read the sentence. If a correct response, give praise.

At Camp Green Lake, boys dug holes.

Stanley took a shower. Water was scarce at Camp Green Lake

so his shower was short. Next, Stanley ate dinner. The boys

asked Stanley why he was sent to Camp Green Lake. Stanley

told them the judge found him guilty of stealing a pair of

sneakers. The sneakers belonged to a famous basketball player.

Stanley told the boys how it happened. He was walking home

RIGHT ON READER 1

Unit One • Holes • Chapter 2 • 13

## Response Support

### Text-point

Use the enlarged text from the Student Response Book, p. 7, for pointing or eye gazing.

## Order of Prompts

### Text-point

- ➡ Use the line of text in the Student Response Book and give a verbal prompt, **Point to the words as I read the sentence.**
- ➡ Model pointing to the words while you read the sentence, and then say, **Point to the words as I read them.**
- ➡ Guide the S's hand to point to each word in the sentence as you read it.

## 16 Second event in sequence

As you read this sentence, add the second Sequence Card to the Story Map:  
Map: **Stanley dug his first hole.**

## 17 Sequence events

At the end of the chapter, remove the Sequence Cards from the Story Map. Present the cards to Ss and have them organize them on the Story Map (two events). Ask, **What happened first in the chapter we just read? What happened next?**

- Sequence Card 1: Stanley got off the bus.
- Sequence Card 2: Stanley dug his first hole.
- Distractor Sequence Card: Stanley planted a tree.

one day. The sneakers fell from a bridge. One sneaker hit

Stanley in the head. It turned out the sneakers had been

stolen from a homeless shelter. The police saw Stanley with the

sneakers and arrested him. After dinner, Stanley laid on his cot.

He tried to sleep. In the morning, the boys started digging

holes in the dry lake. Stanley dug his first hole and got a

lot of blisters on his hands. Camp Green Lake was not a fun

## Response Support

### Sequence events

If a S is unable to physically point to the Sequence Cards, ask the S to provide an eye gaze response.

## Order of Prompts

### Sequence events

- ➡ Give a verbal prompt, **Let's reread a part of the story.** Reread the sentences as they appear in the story. **What happened first? Stanley got off the bus, Stanley dug his first hole, or Stanley planted a tree?**
- ➡ Model placing the cards in the correct sequence on the Story Map, **The story says he got off the bus at Camp Green Lake. Here is the answer. First, Stanley got off the bus. What happened first?**
- ➡ Guide the S's hand to touch the card as you say the sequence, **First, Stanley got off the bus. Then he dug his first hole.**