Letter for Families

Dear Families,

Today in language arts, we launched Module 3-Explorer: Rights for All Abilities.

Your student is about to become an expert in disability rights. We will spend the next 8 weeks learning, reading, and writing about different disabilities people experience, the historical events that expanded rights for people with disabilities, and the ways that inclusive design benefits people of all abilities. Students will discover it is OK to be curious about how others differ from ourselves, and they will learn to use language carefully and considerately to ensure a safe learning environment.

Through this work, students develop habits of character to become effective learners and ethical people who contribute to a better world. Respect and compassion are critical as students come to understand other people's challenges without fearing or underestimating people who are different from themselves. A careful examination of tools, designs, and accommodations that create accessibility will demonstrate the way people with and without disabilities can benefit from universal design.

As a final performance task, students will create an audio recording that showcases their learning from the module. After reflecting on their learning, students will draw connections between the experiences described in the module anchor texts and their experiences looking for real-life examples of accommodations that create inclusion. Through reflection and sharing, students use their newfound knowledge to help others grow!

How can you learn together at home?

- **Look for examples of accommodations.**
  - Ask your student to point out examples of accommodations around the home and the community. For example, if you have captions on your television, ask students why captions are important and who benefits from them.
- **Conduct research.**
  - Ask your student which disability resonated most with them. Help your student do research about the disability. Refer to websites focusing on the disability. Students may also choose to interview a family member or close friend. After researching, students may choose to investigate accommodations for that disability and reach out to the mayor, school board members, etc. to share their findings and offer suggestions.
- **Practice skills.**

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- As your child reads their independent reading text or other books, encourage them to describe the plot details and the point of view the story is told from. They can then recount the story in their own words.

What will students do in class?

Unit 1: Consider Multiple Points of View: Disability Awareness

Guiding Questions and Big Ideas	**What is a disability?** • A disability is a condition that impacts how a person can move, sense the world, or do daily activities. • Disabilities can be physical, mental, behavioral, or emotional. **Why is the language we use important when we talk about different abilities?** • The language we use can make people feel included or excluded. • People are complex. So the language we use when speaking to and about others is complex.
Texts	***A Friend for Henry* by Jenn Bailey** • A picture book about a boy with autism who wants to make a friend at school, one who shares his preferences for watching the class fish and playing quietly ***Rescue and Jessica: A Life-Changing Friendship* by Jessica Kensky and Patrick Downes** • A picture book based on a true story about Jessica, who survives a terrible injury that leaves her with a prosthetic leg, and her service dog named Rescue who assists her as she learns to adapt to her disability ***I Talk Like a River* by Jordan Scott** • A picture book about a boy who feels conflicted about having a stutter, who takes an excursion with his father that changes the way the boy feels about the way he speaks
Reading and Writing Skills	• Discover meaning of new vocabulary words and compound words. • Use details from a text to answer questions about the plot. • Recount characters' experiences in complete sentences.

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	• Determine characters' points of view.

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Unit 2: Identify Points and Reasons: Disability Awareness and Rights

Guiding Questions and Big Ideas	**What are some events that advanced the disability rights movement?** ● *Brown v. Board of Education* said that all students should receive an equal education. ● *Mills v. Board of Education* said that Washington, DC, public schools must allow students with disabilities to attend. ● Laws like the Rehabilitation Act, Education for All Handicapped Children Act, and Fair Housing Act expanded rights for people with disabilities. ● People protested for wheelchair-accessible buses. ● A college for the hard of hearing hired a deaf president. ● Protesters participated in the Capitol Crawl. ● The Americans with Disabilities Act (ADA) said that people with disabilities have a right to jobs, education, and access to public places.
Texts	***We Want to Go to School!: The Fight for Disability Rights* by Maryann Cocca-Leffler and Janine Leffler** ● A factual picture book retelling the circumstances that led to the lawsuit of *Mills v. Board of Education of District of Columbia*, which resulted in laws ensuring that children with disabilities have the right to a free public education ***All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything* by Annette Bay Pimentel** ● A picture book telling the true story of Jennifer Keelan-Chaffins, who at eight years old participated in the Capitol Crawl, a protest that rallied support for the passage of the Americans with Disabilities Act (ADA) ***I Talk Like a River* by Jordan Scott** ● A picture book about a boy who feels conflicted about having a stutter, who takes an excursion with his father that changes the way the boy feels about the way he speaks
Reading and Writing Skills	● Identify the focus of specific passages in informational text and the main topic of the whole text.

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	● Identify important points made in a text and their supporting reasons. ● Describe connections between historical events. ● Expand simple sentences and create compound sentences.

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Unit 3: Write to Advocate for Inclusion

Guiding Questions and Big Ideas	**Why do we acknowledge and accommodate differences in abilities?** ● To understand other people's challenges ● To explore what we have in common ● To not be afraid of what makes us different ● To not underestimate the abilities of others ● To design in ways that make it easier for everyone to participate in activities or access resources
Texts	***Just Ask!: Be Different, Be Brave, Be You* by Sonia Sotomayor** ● A factual picture book by Supreme Court Justice Sotomayor that describes various disabilities told through the experiences of different children and celebrates their unique powers
Reading and Writing Skills	● Write an opinion letter including an opinion statement, points, supporting reasons, and concluding statement. ● Revise and edit opinion letters. ● Include linking words in writing.

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