Dynamic Learning Maps®
Familiar Text Lessons

DLM Familiar Texts

Initial Precursor Linkage Level

Other Linkage Levels

Use During Instruction

Aligned with General Education Texts and Topics

Accessing DLM Familiar Texts

DynamicLearningMaps.org

Instructional Resources

English Language Arts

English Language Arts | Mathematics | Science

English Language Arts

Select Category

Essential Elements

Familiar Texts

Writing

Collections

Testlets

About Familiar Texts

DLM Familiar Texts are an important part of DLM Alternate Assessments in English language arts (ELA). The DLM Familiar Texts are used in all testlets that assess Essential Elements in reading at the Initial Precursor linkage level and in some testlets at other linkage levels. Students are expected to interact with and learn about the texts during ongoing instruction before they encounter them in the assessment. The topics of many DLM Familiar Texts are drawn from texts that are often used in general education. Information about the source books that informed the Familiar Texts can be found in the Dynamic Learning Maps ELA Source Books (pdf) document.

Accessing DLM Familiar Texts

DLM Familiar Texts can be accessed through the Tar Heel Reader website. Lists of DLM Familiar Texts used in DLM ELA assessments can be accessed following the links below. With each grade level list, you will also find important documents called About Grade Level Texts. These documents provide information about how each DLM Familiar Text connects to DLM Essential Elements and linkage levels.

DYNAMIC®
LEARNING MAPS

Familiar Texts

English Language Arts   Mathematics   Science

English Language Arts

Select Category

- Essential Elements
- **Familiar Texts**
- Writing
- Collections
- Testlets

About Familiar Texts

DLM Familiar Texts are an important part of DLM Alternate Assessments in English language arts (ELA). The DLM Familiar Texts are used in all testlets that assess Essential Elements in reading at the Initial Precursor linkage level and in some testlets at other linkage levels. Students are expected to interact with and learn about the texts during ongoing instruction before they encounter them in the assessment. The topics of many DLM Familiar Texts are drawn from texts that are often used in general education. Information about the source books that informed the Familiar Texts can be found in the Dynamic Learning Maps ELA Source Books (pdf) document.

Accessing DLM Familiar Texts

DLM Familiar Texts can be accessed through the Tar Heel Reader website. Lists of DLM Familiar Texts used in DLM ELA assessments can be accessed following the links below. With each grade level list, you will also find important documents called About Grade Level Texts. These documents provide information about how each DLM Familiar Text connects to DLM Essential Elements and linkage levels.

DYNAMIC
LEARNING MAPS

Familiar Texts by Grade Level

Grade 3 | Grade 4 | Grade 5 | Grade 6

Grade 7 | Grade 8 | Grades 9-10 | Grades 11-12

- ∨ **Hoot**
- ∨ **The Adventures of Tom Sawyer**
- ∨ **Touching Spirit Bear**

DYNAMIC® LEARNING MAPS
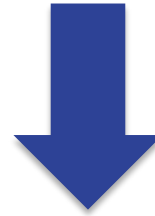
Stories and Information Texts

⌄ **Hoot**

⌃ **The Adventures of Tom Sawyer**

Stories
Tom Goes Camping⬀
Tom Goes to School⬀
Tom Picks Vegetables⬀
Tom's Adventurous Day*⬀
Tom's in Trouble*⬀
Tom's Stories*⬀

Informational Texts
Camping Supplies⬀
People at School⬀
Picnics at the Park⬀
Pirates Love Treasure⬀
Rafts⬀
Summer Fun⬀
Swimming⬀
Treasure and Pirates⬀
Trouble*⬀

⌄ **Touching Spirit Bear**

Tom Goes Camping

Download

Two Formats

About Familiar Texts Documents

About Grade 8 Familiar Texts (pdf)

| ∨ **Hoot** |
| ∨ **The Adventures of Tom Sawyer** |
| ∨ **Touching Spirit Bear** |
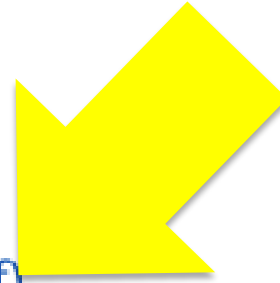
DYNAMIC®
LEARNING MAPS

Organized by Essential Elements

DYNAMIC® LEARNING MAPS

Dynamic Learning Maps® English Language Arts
Familiar Text Information – Grade 8

This document includes information about the familiar texts used in single-Essential Element testlets in grade 8 Dynamic Learning Maps® (DLM®) alternate assessments. In the Dynamic Learning Maps assessment, students with the most significant cognitive disabilities are given the opportunity to become familiar with the books they will encounter in the assessment. These familiar texts are used in all Initial Precursor level testlets and in some other linkage levels for some Essential Elements. Unfamiliar texts are used in some linkage levels for some Essential Elements where access to the text prior to administration is not necessary for the student to demonstrate their understanding. Descriptions of the familiar texts and their features are provided for each Essential Element and linkage level. Educators are encouraged to use this information as a resource for planning instruction.

Familiar text information is grouped by Essential Element. Essential Elements for Reading Literature (RL) use stories. Essential Elements for Reading Informational Text (RI) use informational texts. Essential Elements for Language (L) use both stories and informational texts. Links to each familiar text are included in this document. Educators are free to use familiar texts in instruction.

DYNAMIC® LEARNING MAPS
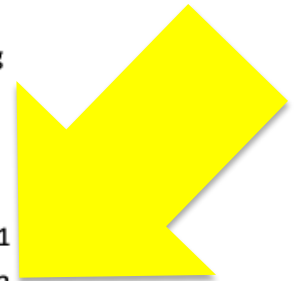
Linkage Level and Text Descriptions

ELA.EE.RL.8.3
Identify which incidents in a story or drama that lead to subsequent action.

Initial Precursor | Understands that objects have a function

General Text Description
Texts include plots with familiar settings and routines. Objects associated with those settings and routines are explicitly named and described in the texts.

ELA.EE.RL.8.3

Identify which incidents in a story or drama lead to subsequent action.

Initial Precursor | Understands that objects have a function

General Text Description

Texts include plots with familiar settings and routines. Objects associated with those settings and routines are explicitly named and described in the texts.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
The Adventures of Tom Sawyer	Tom's Stories*	Tom was a young, adventurous boy. Sometimes Tom told stories that were not true.
The Adventures of Tom Sawyer	Tom Goes Camping	Tom was a young, adventurous boy. Tom decided to go camping in the woods. Example DLM Familiar Text Lesson: Tom Goes Camping
Touching Spirit Bear	Return to the Island	Cole was a teenage boy who lived on an island by himself. After spending some time away from the island, Cole returns and learns to live by himself again.

ELA.EE.RL.8.3

Identify which incidents in a story or drama lead to subsequent action.

Initial Precursor | Understands that objects have a function

General Text Description

Texts include plots with familiar settings and routines. Objects associated with those settings and routines are explicitly named and described in the texts.

DLM-Specific Text Descriptions

Collection Source Books	Corresponding DLM Book Title	DLM Book Summary
The Adventures of Tom Sawyer	*Tom's Stories**	Tom was a young, adventurous boy. Sometimes Tom t___ stories that were not true.
The Adventures of Tom Sawyer	*Tom Goes Camping*	Tom was a young, adventurous boy. Tom decided___ camping in the woods. Example DLM Familiar Text Lesson: Tom Goes Camping
Touching Spirit Bear	*Return to the Island*	Cole was a teenage boy who lived on an island by himself. After spending some time away from the island, Cole returns and learns to live by himself again.

Familiar Text Lesson – Shared Reading

Essential Element:	ELA.EE.RL.8.3: Identify which incidents in a story or drama lead to subsequent action.
Linkage Level/Node:	Initial Precursor: The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.
Link to Text in Tar Heel Reader:	Tom Goes Camping
Materials to Gather:	Backpack, spoon, sunglasses, hat, comb, pen

WORDS IN ALL CAPS are words that are part of the Universal Core vocabulary. These are important words to teach to students learning to use symbols to communicate because they can apply across purposes and contexts. These words are written in ALL CAPS to remind you to demonstrate how to point to the symbols representing the words as you say the words. You can download various communication supports that feature the Universal Core vocabulary and learn more about this type of support at Project Core.

ATTEND TO EVERYTHING STUDENTS ARE SAYING AND DOING. Notice how students move their bodies, where they look, and what sounds or gestures they make. Tell them what you are seeing and attach meaning to it. For example, if a student reaches for the book, you might say, "I see you reaching." Then, assign some meaning, "Do you want to look at the book?" When possible, also show the student a symbolic equivalent. For example, tell the student "You could say LOOK," and show them the symbol for look.

YES AND NO QUESTIONS. In the learning maps that drive the Dynamic Learning Maps Alternate Assessments, yes/no questions are the earliest developing. As such, these lessons often include yes/no questions. Teach students to respond to yes/no questions using a movement, gesture, or vocalization rather than symbols so that they learn yes/no in a way that they can use anywhere and at any time.

*Pages marked with an asterisk specifically address the intent of the linkage level node.

Text	Teacher Directions
Cover Text: Tom goes camping	**Spoken Comment:** *This text is called* Tom Goes Camping. *It is about Tom's camping adventure in the woods. Let's take a look before we read.* (Turn 3–4 pages and talk about the pictures/tactile graphics/objects.) **Pause & Wait**

ELA.EE.RL.8.3
Familiar Text Lesson

Familiar Text Lesson – Shared Reading

Essential Element:	ELA.EE.RL.8.3: Identify which incidents in a story or drama lead to subsequent action.
Linkage Level/Node:	Initial Precursor: The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.
Link to Text in Tar Heel Reader:	Tom Goes Camping
Materials to Gather:	Backpack, spoon, sunglasses, hat, comb, pen

WORDS IN ALL CAPS are words that are part of the Universal Core vocabulary. These are important words to teach to students learning to use symbols to communicate because they can apply across purposes and contexts. These words are written in ALL CAPS to remind you to demonstrate how to point to the symbols representing the words as you say the words. You can download various communication supports that feature the Universal Core vocabulary and learn more about this type of support at Project Core.

ATTEND TO EVERYTHING STUDENTS ARE SAYING AND DOING. Notice how students move their bodies, where they look, and what sounds or gestures they make. Tell them what you are seeing and attach meaning to it. For example, if a student reaches for the book, you might say, "I see you reaching." Then, assign some meaning, "Do you want to look at the book?" When possible, also show the student a symbolic equivalent. For example, tell the student "You could say LOOK," and show them the symbol for look.

YES AND NO QUESTIONS. In the learning maps that drive the Dynamic Learning Maps Alternate Assessments, yes/no questions are the earliest developing. As such, these lessons often include yes/no questions. Teach students to respond to yes/no questions using a movement, gesture, or vocalization rather than symbols so that they learn yes/no in a way that they can use anywhere and at any time.

*Pages marked with an asterisk specifically address the intent of the linkage level node.

Text	Teacher Directions
Cover Text: Tom goes camping	**Spoken Comment:** *This text is called* Tom Goes Camping. *It is about Tom's camping adventure in the woods. Let's take a look before we read.* (Turn 3–4 pages and talk about the pictures/tactile graphics/objects.) **Pause & Wait**

ELA.EE.RL.8.3
Familiar Text Lesson

Familiar Text Lesson – Shared Reading

Essential Element:	ELA.EE.RL.8.3: Identify which incidents in a story or drama lead to subsequent action.
Linkage Level/Node:	Initial Precursor: The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.
Link to Text in Tar Heel Reader:	Tom Goes Camping
Materials to Gather:	Backpack, spoon, sunglasses, hat, comb, pen

Purpose of the Familiar Text Lessons

Support the use of the DLM Familiar Texts with students completing DLM testlets in reading at the Initial Precursor linkage level
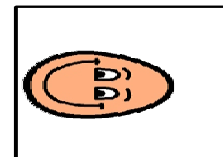
DYNAMIC® LEARNING MAPS

Features of Familiar Text Lessons

- Early symbolic communication
- Object identification
- Expressions of personal preferences
- Yes/no questions
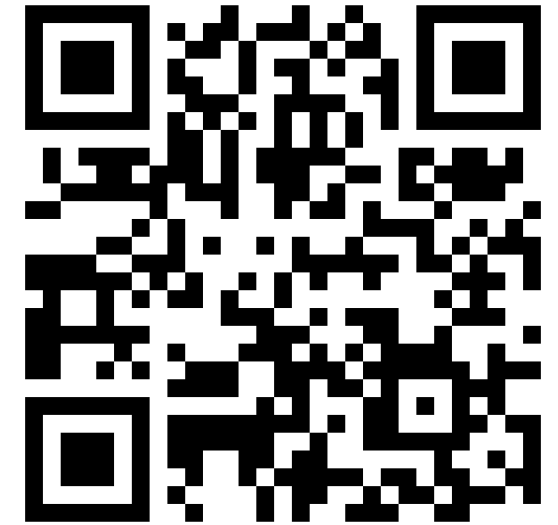
Early Symbolic Communication

Signs, Graphic Symbols, Tactile Symbols

Universal Core Vocabulary

DYNAMIC®
LEARNING MAPS

https://project-core.com

ALL CAPS

SOME people LIKE pools.

Demonstrate Universal Core Vocabulary
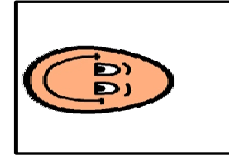
DYNAMIC
EARNING MAPS

Demonstrate LIKE

DYNAMIC
LEARNING MAPS
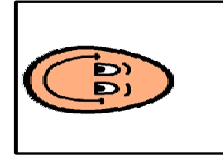
Attend to Everything Students are Saying and Doing

Attribute Meaning

Name the behavior
you observe: "I see
you reaching."

"Do you want to
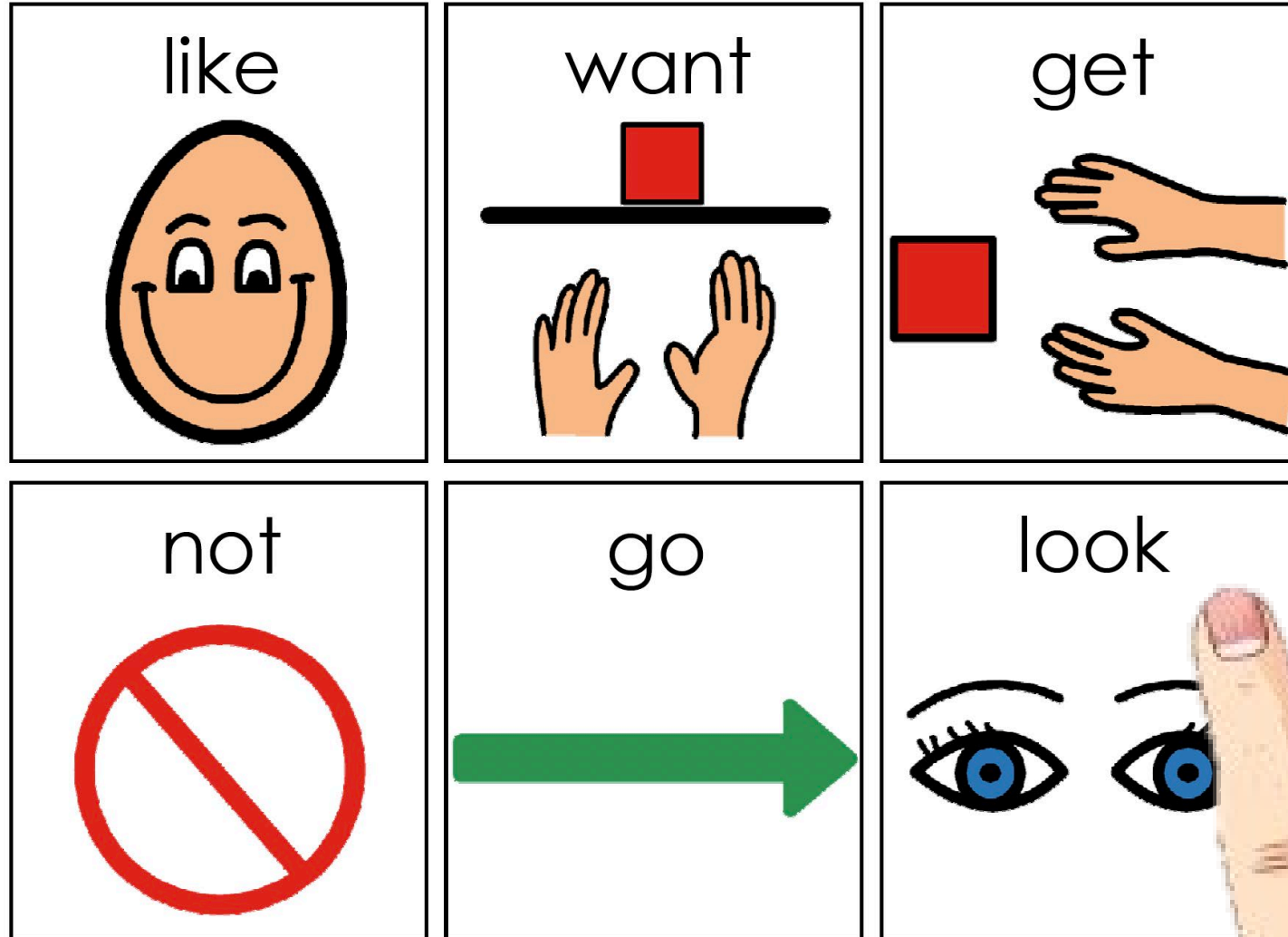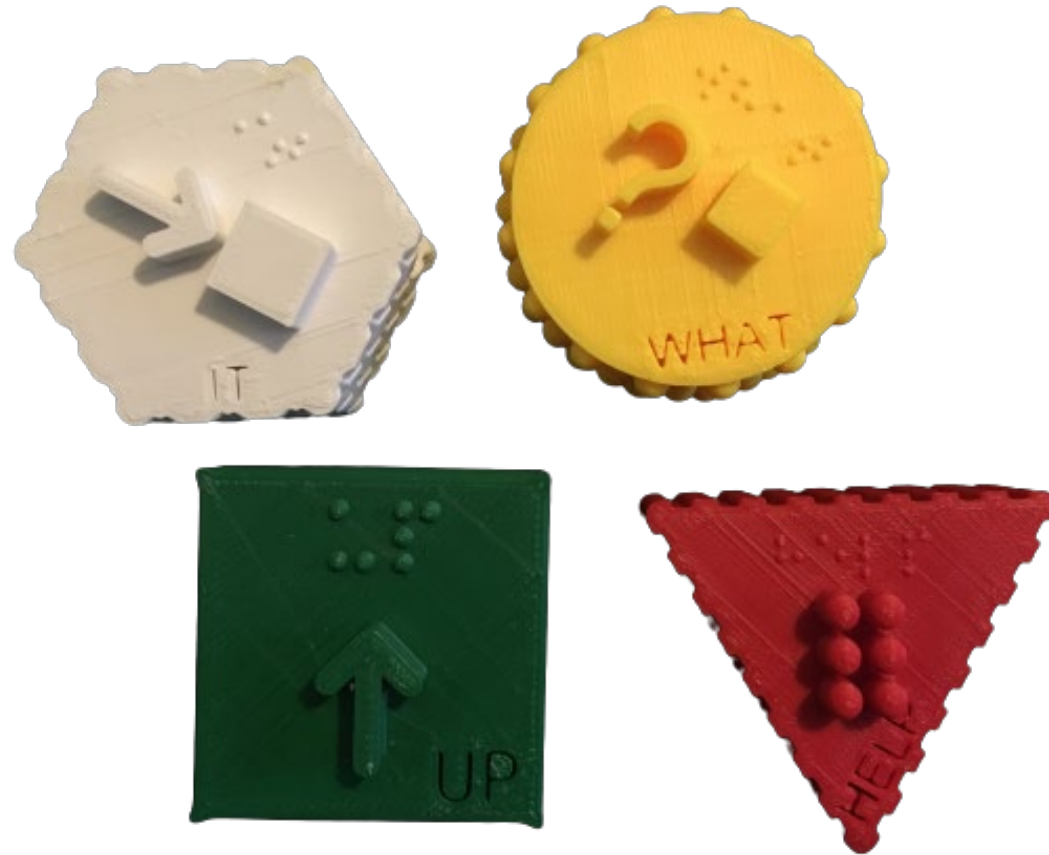look at the book?"

"You could say,
LOOK!"

Demonstrate Symbolic Equivalent

like   want   get   not   go

Tactual Symbol Equivalent

Yes – No Questions

Example Page from a Lesson

Text	Teacher Directions
*Page 8 Text: Tom packed a spoon so he could eat food.	**Pause & Wait** **Read the text** **Pause & Wait** **Spoken Comment:** *SOME people use a spoon to eat.* (Point to the AAC symbol SOME. Then point to the illustration.) **Pause & Wait** **AAC Comment:** *You could say SOME.* (Point to the AAC symbol SOME.) **Pause & Wait** **Add More:** *I have a spoon.* (Show the student the spoon you gathered. Return it to the collection of items you gathered.) **Pause & Wait** **Student Directive:** Let's *PUT the spoon IN the backpack. Look at/touch/point to the spoon.* (Gesture toward the objects you've gathered.) **Pause & Wait**

DYNAMIC® LEARNING MAPS

Familiar Text Lesson – Shared Reading

Essential Element:	ELA.EE.RL.8.3: Identify which incidents in a story or drama lead to subsequent action.
Linkage Level/Node:	Initial Precursor: The student can demonstrate understanding of an object's function through demonstration, pointing to pictures, or verbally explaining the function.
Link to Text in Tar Heel Reader:	Tom Goes Camping
Materials to Gather:	Backpack, spoon, sunglasses, hat, comb, pen

DYNAMIC®
LEARNING MAPS

Example Page from a Lesson

Text	Teacher Directions
*Page 8 Text: Tom packed a spoon so he could eat food.	**Pause & Wait** **Read the text** **Pause & Wait** **Spoken Comment:** *SOME people use a spoon to eat.* (Point to the AAC symbol SOME. Then point to the illustration.) **Pause & Wait** **AAC Comment:** *You could say SOME.* (Point to the AAC symbol SOME.) **Pause & Wait** **Add More:** *I have a spoon.* (Show the student the spoon you gathered. Return it to the collection of items you gathered.) **Pause & Wait** **Student Directive:** Let's *PUT the spoon IN the backpack. Look at/touch/point to the spoon.* (Gesture toward the objects you've gathered.) **Pause & Wait**

DYNAMIC®
LEARNING MAPS

Tom packed a spoon so he could eat food.

Spoken Comment: *SOME people use a spoon to eat.* (Point to the AAC symbol SOME. Then point to the illustration.)

AAC Comment: *You could say SOME.* (Point to the AAC symbol SOME.)

Add More: *I have a spoon.* (Show the student the spoon you gathered. Return it to the collection of items you gathered.)

Pause & Wait

Student Directive: Let's *PUT the spoon IN the backpack. Look at/touch/point to the spoon.* (Gesture toward the objects you've gathered.)

Support interaction and engagement

Object identification

Early symbolic communication

Yes/no questions

Expressions of personal preferences

Sample Testlet Information Pages and Released Testlets in English Language Arts

THANK YOU!

For more information, go to
dynamiclearningmaps.org

For professional development opportunities, go to
dlmpd.com