Grade 3 – *Treasure Island*

Companion Resources for the ELA Guidebooks
for Students with Significant Cognitive Disabilities

This past year, the Department created the Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for students with the most complex needs to participate in an inclusive and least restrictive environment.

The Companion Resources are available for the 2020-2021 academic year in DRAFT form. For teachers/ schools/ systems choosing to use these Companion Resources, the Department requires you to complete a survey so that we may track implementation and solicit your feedback along the way. Thus, if you have not already, please complete the survey found at the link below.

The Companion Resources are now available in DRAFT form for teachers, schools, and systems to pilot during the 2020-2021 academic year. Please complete the brief survey linked below so that the Department can track implementation and solicit feedback in order to improve the quality of the Companion Resources.

Happy piloting!

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We are also including related links to support your introduction to and use of the Companion Resources:

ELA Companion Resources Survey

Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020

Guidance for Accessing and Adapting Grade-Level Text

Grade 3, Unit 3 - *Treasure Island*

Unit Overview		
Grade	3	**Modified Unit Overview**
Guidebook Text	Treasure Island	Original and adapted versions of *Treasure Island* (Classic Starts Series)
Unit Description	We will read *Classic Starts: Treasure Island* by Robert Louis Stevenson and a series of related literary and informational texts to explore the questions: Why do people hunt for treasure and what they are willing to do to get treasure? We will express our understanding through an opinion essay that analyzes what Jim Hawkins is willing to do to get treasure.	Students with significant cognitive disabilities will have access to both the original and adapted versions of *Treasure Island* (Classic Starts Series) to explore the questions: *What are different types of treasure? Who hunts for treasure and how? Why do people search for treasure?* To address this question, students will create a permanent product to explain how Jim's feelings about treasure change from the beginning of *Treasure Island* to the end.
Essential Question	Why do people hunt for treasure and what they are willing to do to get treasure?	*What are different types of treasure? Who hunts for treasure and how? Why do people search for treasure?*
Culminating Task	How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end? Write an essay that introduces your opinion about how Jim's feelings change in *Treasure Island*. Provide reasons to support your opinion and include linking words like *because*, *since*, and *for example*. Provide examples from the story to support your reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.	Create a permanent product to support a claim that Jim's feelings about treasure change from the beginning of *Treasure Island* to the end, students will: ● Create a timeline by matching pictures with events and putting them in order ● Highlight treasures (physical and abstract) found in the timeline ● Describe in detail one specific event and explain how it changed Jim's feelings. Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use words that signal sequence and cause/effect

		relationships, like because, since, first, then, after, finally, also, another, and communicate clearly.
		LC.RL.3.1a. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). **LC.RL.3.7c.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Sections & Lessons	*12 sections, 37 lessons total*	

Assessment Overview		
Guidebook Assessment		**Modified Assessment Overview**
Culminating Writing Task	Students write a multiparagraph essay in response to the question: How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end?	● Culminating writing task directions ● Exemplar student response ● Grade 3 LAT/RST writing rubric	Write an essay to support a claim that Jim's feelings about treasure change from the beginning of *Treasure Island* to the end, students will: ● Create a timeline by matching pictures with events and putting them in order ● Highlight treasures found in the timeline ● Describe in detail one specific event and explain how it changed Jim's feelings. Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion. Be sure to use words that signal sequence and cause/effect relationships, like because, since, first, then, after, finally, also, another, and communicate clearly. ● **LC.RL.3.1a**. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● **LC.RL.3.7c.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Cold-Read Task	Students read "The Gold Rush." Then students answer a combination of questions.	● Assessment ● Answer key ● Answer sheet ● Grade 3 writing rubric	*This will be optional.*

Extension Task	Students conduct research on geocaching, a modern-day form of treasure hunting. Then, students work in groups to design a geocache of their own. They will present their plan for a geocache to the class.	● Extension task directions ● Presentation rubric	*This will be optional.*

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Section Overview		
Section Number	Section 1	**Modified Section Overview**
Description	Treasure Island	Original and adapted versions of Treasure Island
Assessment	Students write a response to the question: What motivates each character in Treasure Island? **Culminating task connections:** Students demonstrate their understanding of the motivations of and interactions between two characters in *Treasure Island*. This prepares students to analyze Jim's feelings about treasure begin to change over time. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze Jim's feelings and motivations when it comes to treasure? ● How well does the student analyze how Jim's relationship with the Captain influences Jim's thoughts and actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?	Students write a response to the question: What motivates two of the main characters in Treasure Island? **Culminating task connections:** Students demonstrate their understanding of the motivations of and interactions between two characters in *Treasure Island*. This prepares students to analyze Jim's feelings about treasure begin to change over time. **Reading/Knowledge Look Fors:** ● How well does the student express how Jim's feelings and motivations when it comes to treasure? ● How well does the student analyze how Jim's relationship with the Captain influences Jim's thoughts and actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?
Section Length	4 lessons	*3 lessons (1 optional)*

Additional Supports for Diverse Learners	Before the Section: - Support for Reading Fluency - Fluency Task - Excerpt from "The Mona Lisa Caper" by Rick Jacobson	During the Section: - Support for Language - Protocol for Explicitly Teaching Vocabulary - Vocabulary Task for "bewildered" - Support for Meaning - Additional text-dependent questions for Lesson 3	**Additional Supports for SWSCDs:** - Original and adapted versions of *The Happy Wanderer* - Louisiana Connectors - Essential Element Cards - Grades 3 - 5 Literature - LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. - Student Response Modes – ELA - IEP Goals - Assistive Technology - English Language Arts Guidebook Reading Support - Word lists (e.g., poem-specific words and high frequency words) - Writing rubric/criteria for development and evaluation of a response
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 1: Introduction	**Modified Lesson Overview**
Description	In this lesson, students will read a selection about treasure and analyze quotes to help form their own opinion about types of treasure. Students also prepare to write by previewing the culminating task and begin choice reading for the unit.	In this lesson, students will read a selection about treasure (and as needed an adapted version) to help form their own opinion about types of treasure. Answer literal questions and refer to text to

			support your answer. [(LC.RL.3.1b)](#) ● Support inferences, opinions, and conclusions using evidence from the text including illustrations. [(LC.RL.3.1c)](#)
Let's Express Our Understanding	In your reading log, answer the question: What types of items do you consider treasure? Why?		Answer the following question: What types of items do you consider treasure?
Lesson Look-Fors	● Can students explain which items are considered to be treasure? ● Can students provide evidence such as details and examples in their response about what they treasure?		● Can students explain which items are considered to be treasure? ● Can students provide details and examples in their response about what they treasure?
Text(s)	"Treasure"		"Treasure"

Materials	Lesson Materials:
	● Reading Log
	● Teacher Talk Moves
		Possible Supports During the Lesson:
		● Conversation stems tool
			Additional Materials/Supports for SWSCDs:
			● Original and adapted version(s) of the text:*Audio and visual recording of* "Treasure*"*
			● [Adapting Lesson Plans](#)
			● [Student Response Modes](#)
			● [Diverse Learners Guide](#)
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—[Grades 3-5 Literature](#) :
			● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.
			  ○ Highlighters
			  ○ Read aloud texts
			  ○ Sorting cards
			  ○ Interactive white board

			○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 2: Treasure Island Chapter 1	**Modified Lesson Overview**
Description	In this lesson, students will listen to Chapter 1 from *Classic Starts: Treasure Island* and discuss new vocabulary words. They will also write about what they are willing to do to get treasure.	In this lesson, students will listen to Chapter 1 from *Classic Starts: Treasure Island (and as needed an adapted version)*. They will discuss new vocabulary words ● LC.RF.3.4b Identify grade-level words with accuracy ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting

			and conflicts) ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.
Let's Express Our Understanding	Answer the following questions in your Reading Log. ● Why is Jim willing to face his fear to help the Captain? ● How does this support the text "Treasure" from Lesson 1?		Respond to the following questions: ● Why is Jim willing to face his fear to help the Captain? ● How does this support the text "Treasure" from Lesson 1?
Lesson Look-Fors	● Can students explain that Jim is willing to help the Captain because he needs the money to help his parents? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain that Jim is willing to help the Captain because he needs the money to help his parents? ● Can students identify evidence such as details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson

Materials	Lesson Materials:
	● Reading Log
	● Teacher Talk Moves
		Possible Supports During the Lesson:
		● Conversation stems tool
			Additional Materials/Supports for SWSCDs:
			● Original and adapted version(s) of the text:*Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson
			● Adapting Lesson Plans
			● Student Response Modes
			● Diverse Learners Guide
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions
			● Essential Elements Cards—Grades 3-5 Literature:
			  ○ Highlighters
			  ○ Read aloud texts
			  ○ Sorting cards
			  ○ Interactive white board
			  ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)

			○ Graphic organizers
			○ Highlighted text
			○ Preview of the text, illustrations, and details, frontloading
			○ Pictures, objects, or tactile representations to illustrate the key details
			○ Sentence strips that reflect text from the story that supports the key details
			○ Videos or story boards/cards of the story for visual supports
			○ Picture icons on graphic organizers to support non-readers and visual learners
			○ Peer support, collaborative grouping
			○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
			● essential for student understanding of key concepts
			● LC.RF.3.4b Identify grade-level words with accuracy
			● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts)
			● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.

Lesson Overview	
Lesson Number	Lesson 3: Treasure Island Chapters 2-3	**Modified Lesson Overview**

Description	In this lesson, students will read Chapters 2-3. Students will also begin analyzing characters on the character organization chart handout.		In this lesson, students will listen to Chapters 2-3. Students will also begin analyzing characters. ● LC.RL.3.3c Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. ● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
Let's Express Our Understanding	In your reading log, work with your partner to answer the following question: What motivates each character in Treasure Island?		Answer the following question: What motivates each character in Treasure Island?
Lesson Look-Fors	● Can students explain that Jim is motivated by the fact that he wants to help his family and do the right thing? ● Can students explain that the Captain is motivated by the fear of someone finding him and what he is hiding? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain that Jim is motivated by the fact that he wants to help his family and do the right thing? ● Can students explain that the Captain is motivated by the fear of someone finding him and what he is hiding? ● Can students provide details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Sticky Notes ● Character organization chart ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text:*Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide **Section 1 Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature :

			● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.
			○ Highlighters
			○ Read aloud texts
			○ Sorting cards
			○ Interactive white board
			○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
			○ Graphic organizers
			○ Highlighted text
			○ Preview of the text, illustrations, and details, frontloading
			○ Pictures, objects, or tactile representations to illustrate the key details
			○ Sentence strips that reflect text from the story that supports the key details
			○ Videos or story boards/cards of the story for visual supports
			○ Picture icons on graphic organizers to support non-readers and visual learners
			○ Peer support, collaborative grouping
			○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 4: What is Foreshadowing?	**Modified Lesson Overview**

Description	In this lesson, students will reread Chapters 2-3 and discuss the author's craft of foreshadowing and look for examples.	*Task is Optional.*
Let's Express Our Understanding	● In your reading log, answer the following question: How do you predict Treasure Island will end based on the foreshadowing in Chapters 1-3? Why?	
Lesson Look-Fors	● Can students use the examples of foreshadowing discussed in class as the basis for their response? ● Can students provide evidence such as details and examples from the text to support their predictions?	
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	
Materials	Lesson Materials: ● "Signs Through the Spyglass" anchor class chart ● Signs Through the Spyglass handout ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool

Section Overview		
Section Number	Section 2	**Modified Section Overview**
Description	Treasure Island	Treasure Island
Assessment	Students write a response to the task: Use your index cards and the chart from our discussion to work with your partner and add to your character organization chart handout.	Students write a response to the task: Use your index cards and the chart from our discussion to work with your partner and add to your character organization chart handout.

	Culminating task connections: Students demonstrate their understanding of the motivations of Jim in Treasure Island. This prepares students to analyze how Jim's feelings about treasure change throughout the text. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the actions and motivations of Jim Hawkins? ● How well does the students create similes to describe characters? ● **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?	**Culminating task connections:** Students demonstrate their understanding of the motivations of Jim in Treasure Island. This prepares students to analyze how Jim's feelings about treasure change throughout the text. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the actions and motivations of Jim Hawkins? ● How well does the student describe characters? **Writing/ELA Skill Look Fors:** ● How well does the student use details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?
Section Length	4 lessons	2 lessons (2 optional)

Additional Supports for Diverse Learners	**Before the Section:**
	● Support for Reading Fluency
	  ○ Fluency Task
	    ■ Excerpt from "Treasure Island" by Robert Louis Stevenson
		During the Section:
		● Support for Knowledge Demands
		  ○ Let's Set the Context videos
		    ■ "Introduction to Reading Skills: Order of
			Additional Supports for SWSCDs:
			● Student Response Modes – ELA
			● IEP Goals
			● Assistive Technology
			● English Language Arts Guidebook Reading Support
			● Word lists (e.g., passage-specific words and high frequency words)
			● Louisiana Connectors

		Events"	
		■ "Cause and Effect"	
		■ "Word Girl Simile"	
		● Support for Language	
		○ Protocol for Explicitly Teaching Vocabulary	
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview			
Lesson Number	Lesson 5: Types of Treasure- Pirate Treasure	**Modified Lesson Overview**	
Descript ion	In this lesson, students begin to analyze different types of treasure by reading about real pirates and what they considered to be valuable to life at sea.	In this lesson, students begin to discuss different types of treasure by reading about real pirates in Fact Tracker: Pirates by Williama and Mary Osbourne (and adapted version as needed) and what they considered to be valuable to life at sea. ● LC.RL.3.1b Answer literal questions and refer to text to support your answer. ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RI.3.1b Identify supporting details of an informational text	

			read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Let's Express Our Understanding	Complete the first row of the Types of Treasure Inquiry Chart as a group.		Complete the first row of the Types of Treasure Inquiry Chart as a class.
Lesson Look-Fors	● Can students explain that pirates hunt for the treasure by stealing it from other pirate ships or merchant ships, and that they valued more than just gold and silver? ● Can students provide evidence such as details and examples from the text on their handout?		● Can students explain that pirates hunt for the treasure by stealing it from other pirate ships or merchant ships, and that they valued more than just gold and silver? ● Can students provide evidence details and examples from the text?
Text(s)	*Fact Tracker: Pirates* by Will and Mary Pope Osborne		*Fact Tracker: Pirates* by Will and Mary Pope Osborne
Materials	Lesson Materials: ● "Types of Treasure" inquiry chart handout ● Cornell note-taking page handout ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text:*Audio and visual recording of Fact Tracker: Pirates* by Will and Mary Pope Osborne ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.1b Answer literal questions and refer to text to support your answer. ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

			● Words, phrases, and sentences representing key events and interactions with characters

Lesson Overview			
Lesson Number	Lesson 6: Surprising Treasure Gallery Walk		**Modified Lesson Overview**
Description	In this lesson, students will create posters illustrating modern treasure that people in the future might find surprising. Students will also respond to their fellow classmates' ideas about treasure.		Task is optional
Let's Express Our Understanding	Read several posters that are hanging around the room. Select a poster other than your own and write a paragraph in your Reading Log explaining how this treasure might be surprising to a pirate.		
Lesson Look-Fors	● Can students explain that pirates would be confused by items that display modern technology such as cell phones or video games? ● Can students provide evidence such as details and examples from gallery walk in their response?		
Text(s)	*Fact Tracker: Pirates* by Will and Mary Pope Osborne		
Materials	Lesson Materials: ● 12" x 18" white or manila paper ● Markers or crayons ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	

Lesson Overview			
Lesson Number	Lesson 7: Character Chart *Treasure Island* Chapters 4 and 5		**Modified Lesson Overview**
Description	In this lesson, students will read Chapters 4 and 5 to gain important information about Jim's actions and how those actions impact the sequence of events in the story.		In this lesson, students will read Chapters 4 and 5 to gain important information about Jim's actions and how those actions impact the sequence of events in the story. ● LC.RL.3.1b Answer literal questions and refer to text to support your answer. ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Let's Express Our Understanding	Use your index cards and the chart from our discussion to work with your partner and add to your character organization chart handout.		Provide details that can be added to the class character organization chart.
Lesson Look-Fors	● Can students identify character actions such as *Jim rescued his mother, Jim found the key to open the sea chest and get the important papers*? ● Can students provide evidence such as details and examples from the text on their handout?		● Can students identify character actions such as *Jim rescued his mother, Jim found the key to open the sea chest and get the important papers*? ● Can students provide details and examples from the text on their handout?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Index cards ● Character organization chart handout ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text:*Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Essential Elements Cards—Grades 3-5 Literature:

- ○ Highlighters
- ○ Read aloud texts
- ○ Sorting cards
- ○ Interactive white board
- ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
- ○ Graphic organizers
- ○ Highlighted text
- ○ Preview of the text, illustrations, and details, frontloading
- ○ Pictures, objects, or tactile representations to illustrate the key details
- ○ Sentence strips that reflect text from the story that supports the key details
- ○ Videos or story boards/cards of the story for visual supports
- ○ Picture icons on graphic organizers to support non-readers and visual learners
- ○ Peer support, collaborative grouping
- ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- LC.RL.3.1b Answer literal questions and refer to text to support your answer.
- LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.

			● Words, phrases, and sentences representing key events and interactions with characters

Lesson Overview			
Lesson Number	Lesson 8: Similes Treasure Island Chapters 6 and 7		**Modified Lesson Overview**
Description	In this lesson, students will identify examples of similes in *Classic Starts: Treasure Island*. Students will also create their own similes to describe characters.		Task is Optional.
Let's Express Our Understanding	On the character simile handout, create similes to describe the characters in the novel.		
Lesson Look-Fors	● Can students create original similes involving the characters? ● Can students explain that similes compare to things using "like" or "as" and that similes are used to enhance descriptions of characters or settings in a story?		
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		
Materials	Lesson Materials: ● Figurative language chart handout ● Character similes handout ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	

Section Overview		
Section Number	Section 3	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: Answer the following question in your Reading Log: How do the events in Chapter 10 change the mood of the story? ● Be sure to include details from the text to support your answer. **Culminating task connections:** Students demonstrate their understanding of the events in the story and how the characters feel about these events. This helps students prepare for the writing task because this is the part of the text where Jim's feelings about treasure start to change. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the change in the mood of the story from happy and excited to scared and dangerous? ● How well does the student analyze how Jim feels about this change? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?	Students will respond to the question: How do the events in Chapter 10 change the mood of the story? ● Be sure to provide details from the text to support your answer. **Culminating task connections:** Students demonstrate their understanding of the events in the story and how the characters feel about these events. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student analyze the change in the mood of the story from happy and excited to scared and dangerous? ● How well does the student explain how Jim feels about this change? **Writing/ELA Skill Look Fors:** ● How well does the student use details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?

Section Length	3 lessons		2 lessons (1 optional)
Additional Supports for Diverse Learners	Before the Section: ● Support for Reading Fluency ○ Fluency Task ■ "At the Seaside" by Robert Louis Stevenson	During the Section: ● Support for Language ○ Protocol for Explicitly Teaching Vocabulary ○ Support for Meaning ■ Additional text-dependent questions for Lesson 11	Additional Supports for SWSCDs: Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Diverse Learner's Guide ● Section 3 of Grade 3 Treasure Island
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 9: Treasure Island Chapters 8 and 9	**Modified Lesson Overview**
Description	In this lesson, students will read Chapter 8 and make predictions about the text. Students will also support these predictions using evidence from their text.	In this lesson, students will read Chapter 8 and make predictions about the text. ● LC.RL.3.3c Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.

		● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.
Let's Express Our Understanding	○ Read Chapter 9 with your small group. Work together to find examples of foreshadowing and make predictions. Record the examples on your "Signs Through the Spyglass" handout.	○ Read Chapter 9 as a class or small group. Work together to find examples of foreshadowing and make predictions.
Lesson Look-Fors	● Can students explain that any of the comments made from Captain Smollet can be looked at as signs that the crew is not to be trusted? ● Can students include a thought or prediction about each foreshadowing example?	● Can students explain why Captain Smollet thinks that the crew is not to be trusted? ● Can students identify foreshadowing or prediction from the text?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	*Classic Starts: Treasure Island* by Robert Louis Stevenson

| Materials | Lesson Materials:
● Sticky Notes
● "Signs Through the Spyglass" handout
● "Signs Through the Spyglass" class chart
● Teacher Talk Moves | Possible Supports During the Lesson:
● Conversation stems tool | Additional Materials/Supports for SWSCDs:
● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson
● Adapting Lesson Plans
● Student Response Modes based off of specific exceptionalities
● Diverse Learners Guide
    ○ **Section 3 of Grade 3 Treasure Island**
● Essential Elements Cards—Grades 3-5 Literature:
    ○ Highlighters
    ○ Read aloud texts
    ○ Sorting cards
    ○ Interactive white board |

| | | | ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
○ Graphic organizers
○ Highlighted text
○ Preview of the text, illustrations, and details, frontloading
○ Pictures, objects, or tactile representations to illustrate the key details
○ Sentence strips that reflect text from the story that supports the key details
○ Videos or story boards/cards of the story for visual supports
○ Picture icons on graphic organizers to support non-readers and visual learners
○ Peer support, collaborative grouping
○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations.
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● LC.RL.3.3c Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.
● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. |

			● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 10: Using Evidence to Make Predictions		**Modified Lesson Overview**
Description	In this lesson, students will make predictions about Chapter 10 with a partner and make a poster about their prediction. Students will also support these predictions using evidence from their text.		Task is optional
Let's Express Our Understanding	Create a poster illustrating what you predict will happen in Chapter 10. Be sure to base your prediction based on evidence from the text. Present your prediction poster to the class and explain how you came up with your prediction.		
Lesson Look-Fors	● Can students make plausible predictions such as *the crew is going to turn on the Squire Trelawney and Jim because they want the treasure. Long John Silver is going to turn out to be a bad person who tries to steal the treasure?* ● Can students provide predictions that are based on evidence collected on their thoughts and predictions chart?		
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		
Materials	Lesson Materials: ● "Signs Through the Spyglass" handout ● Piece of poster paper ● Drawing materials ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	

Lesson Overview			
Lesson Number	Lesson 11: Treasure Island Chapter 10		**Modified Lesson Overview**
Description	In this lesson, students will read Chapter 10 which is a major turning point in text. Students will also respond to a prompt about mood in their reading log.		In this lesson, students will read Chapter 10 which is a major turning point in text. Students will also respond to a prompt about mood. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts) ● LC.RL.3.7b Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
Let's Express Our Understanding	Answer the following question in your Reading Log: How do the events in Chapter 10 change the mood of the story? ● Be sure to include details from the text to support your answer.		Answer the following question: How do the events in Chapter 10 change the mood of the story?
Lesson Look-Fors	● Can students explain that the mood has gone from an exciting adventure looking for treasure to a dangerous journey that could lead to their death? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain that the mood has gone from an exciting adventure looking for treasure to a dangerous journey that could lead to their death? ● Can students provide details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Character organization chart handout ● Reading log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities

			● Diverse Learners Guide ○ **Section 3 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts) ● LC.RL.3.7b Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. ● Vocabulary words and student-friendly definitions

Section Overview		
Section Number	Section 4	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: Should the wreckage and debris from the Titanic be considered treasure? Use your RACER essay organizer handout to help you write an opinion essay in your reading log. **Culminating task connections:** Students demonstrate their understanding of what is considered treasure and what people are willing to do to get it. This prepares	Students will express their opinion about the question: Should the wreckage and debris from the Titanic be considered treasure? **Culminating task connections:** Students demonstrate their understanding of what is considered treasure and what people are willing to do to get it. **Reading/Knowledge Look Fors:** ● How well does the student form an opinion about what

	students to understand some of the things Jim is willing to do or not do to get treasure in Treasure Island. Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay. **Reading/Knowledge Look Fors:** ● How well does the student form an opinion about what should happen to the Titanic debris? ● How well does the student analyze what people are willing to go through to obtain treasure? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student use grade level conventions to produce clear writing?	should happen to the Titanic debris? ● How well does the student explain what people are willing to go through to obtain treasure? **Writing/ELA Skill Look Fors:** ● How well does the student use details from the text in their responses? ● How well does the student produce clear writing?
Section Length	4 lessons	2 lessons (2 optional)

Additional Supports for Diverse Learners	Before the Section:
	
	● Support for Foundational Skills
	
	● Use related supports from the Supports Flow Chart.
	
	● Support for Reading Fluency
	
	● Engage students with the fluency task in the appendix.
	
	During the Section:
	● Support for Language
	  ○ Protocol for Explicitly Teaching Vocabulary
	  ○ Focusing on text
	● Support for Structure
	  ○ Paragraph frame w/elaborations
		Additional Supports for SWSCDs:
		Student Response Modes – ELA
		● IEP Goals
		
		● Assistive Technology
		
		● English Language Arts Guidebook Reading Support
		
		● Word lists (e.g., passage-specific words and high frequency words)
		
		● Louisiana Connectors
		
		● **Diverse Learners Guide**
		
		    ○ **Section 4 of Grade 3 Treasure Island**

	● Use related supports from the Supports Flow Chart.	
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 12: Types of Treasure- Sunken Treasure	**Modified Lesson Overview**
Description	In this lesson, students will learn about a sunken treasure while they read about the discovery of the *Titanic* wreckage. Students will have to support their opinions using evidence from their text.	In this lesson, students will learn about a sunken treasure while they read about the discovery of the *Titanic* wreckage by listening to an Audio Recording of *Finding the Titanic by Robert Ballard*. Students will have to support their opinions using evidence from their text. ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. ● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. ● LC.W.3.1b Provide reasons that support the opinion
Let's Express Our Understanding	Students will have to decide whether they think the debris should be brought to the surface, or left at the bottom of the ocean. Students will have to support their argument with evidence.	Students will have to decide whether they think the debris should be brought to the surface, or left at the bottom of the ocean. Students will have to support their opinion with evidence.
Lesson Look-Fors	● Can students explain feelings about what they think should happen to the debris from the *Titanic*? ● Can students provide evidence such as details and examples from the text in their discussion?	● Can students explain feelings about what they think should happen to the debris from the *Titanic*? ● Can students provide details and examples from the text in their discussion?

Text(s)	*Finding the Titanic* by Robert Ballard		*Finding the Titanic* by Robert Ballard
Materials	Lesson Materials: ● Notecards ● Reading log ● Teacher Talk Moves	Possible Supports During the Lesson: ● Audio Recording of *Finding the Titanic* ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Audio Recording of *Finding the Titanic* ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 4 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. ● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. ● LC.W.3.1b Provide reasons that support the opinion ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Lesson Overview		
Lesson Number	Lesson 13: Let's Write an Opinion Essay	**Modified Lesson Overview**
Description	In this lesson, students will read Chapters 2-4 of *Finding the Titanic* by Robert Ballard and practice writing an opinion essay using	In this lesson, students will read Chapters 2-4 of *Finding the Titanic* by Robert Ballard and practice writing an opinion using

	evidence from their text.		evidence from their text. ● LC.RL.3.1c Support inferences, opinions, and conclusions using evidence from the text including illustrations. ● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. ● LC.W.3.1b Provide reasons that support the opinion
Let's Express Our Understanding	Should the wreckage and debris from the Titanic be considered treasure? Use your RACER essay organizer handout to help you write an opinion essay in your reading log.		Should the wreckage and debris from the Titanic be considered treasure?
Lesson Look-Fors	● Can students use their RACER essay organizer handout to write an opinion essay in their reading log that supports their opinion about the Titanic debris? ● Can students provide evidence such as details and examples from the text to support their opinion?		● Can students use a graphic organizer to write an opinion paragraph that supports their opinion about the Titanic debris? ● Can students provide details and examples from the text to support their opinion?
Text(s)	*Finding the Titanic* by Robert Ballard		*Finding the Titanic* by Robert Ballard
Materials	Lesson Materials: ● ● Teacher Talk Moves	Possible Supports During the Lesson: ● Audio Recording of *Finding the Titanic* ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Audio Recording of *Finding the Titanic* ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 4 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.1c Support inferences, opinions, and conclusions

			using evidence from the text including illustrations.
			● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.
			● LC.W.3.1b Provide reasons that support the opinion
			● Words, phrases, and sentences representing key events and interactions with characters
			● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 14: Practice Cold-Read Task, Part 1		**Modified Lesson Overview**
Description	In this lesson, students will be assessed on their ability to read a passage independently, answer questions, and outline an opinion essay, using a graphic organizer.		Task is Optional
Let's Express Our Understanding	● You will have approximately 40 minutes to read and answer questions 1-6 and complete the RACER essay graphic organizer for question 7.		
Lesson Look-Fors	● Can students read and answer questions about grade level complex text? ● Can students provide evidence such as details and examples from the text on their RACER handout?		
Text(s)	"Kids Were Onboard the Titanic, too" by MaryLou Tousignant		
Materials	Lesson Materials: ● Cold-read task answer sheet	Possible Supports During the Lesson: ● Conversation stems tool	

	● RACER essay organizer handout		

Lesson Overview			
Lesson Number	Lesson 15: Practice Cold-Read Task, Part 2		**Modified Lesson Overview**
Description	In this lesson, students will be assessed on their ability to read a passage independently and write an opinion essay.		Task is Optional
Let's Express Our Understanding	● You will have approximately 40 minutes to read the text and write an opinion essay.		
Lesson Look-Fors	● Can students provide evidence such as details and examples from the text on their RACER handout? ● Can students use grade level conventions to produce clear writing?		
Text(s)	"Kids Were Onboard the Titanic, too" by MaryLou Tousignant		
Materials	Lesson Materials: ● Cold-read task answer sheet ● RACER essay organizer handout	Possible Supports During the Lesson: ● Conversation stems tool	

Section Overview		
Section Number	Section 5	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: Work with a partner to write a summary of these events from Long John Silver's point of view. Remember to add sequence words and details to make complete sentences. **Culminating task connections:** Students demonstrate their understanding of the motivations of and actions of Long John Silver by summarizing chapter from his point of view. This helps students understand why Jim's feelings about Silver have changed throughout the text. Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the actions and motivations of Long John Silver? ● How well does the student analyze how Jim's relationship with Long John Silver influences Jim's actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses?	**Culminating task connections:** Students will demonstrate their knowledge of important characteristics of the Louisiana Purchase. **Reading/Knowledge Look Fors:** ● How well do students understand the importance of various historical figures? **Writing/ELA Skill Look Fors:** ● How well can students make a claim?

	● How well does the student use grade level conventions to produce clear writing?	
Section Length	3 lessons	1 lesson (2 optional)
Additional Supports for Diverse Learners	Before the Section: ● Support for Reading Fluency 　○ Fluency Task 　　■ "The Cow" by Robert Louis Stevenson	During the Section: ● Support for Language 　○ Protocol for Explicitly Teaching Vocabulary	Additional Supports for SWSCDs: Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 16: Treasure Island Chapters 11-13	**Modified Lesson Overview**
Description	In this lesson, students will create posters to retell the events from the point of view of two different characters.	In this lesson, students will create posters to retell the events from the point of view of two different characters. ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader).

		● LC.RL.3.3f Analyze how a character's point of view influences a conflict within a text ● LC.SL.3.4 Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.
Let's Express Our Understanding	Present your retellings to the class.	Retell/present events from the chapters.
Lesson Look-Fors	● Can students explain who is narrating each chapter, what is happening in the chapters, and create pictures to illustrate each section? ● Can students speak in clear, complete sentences?	● Can students explain what is happening in the chapters and create pictures to illustrate each section? ● Can students explain their retellings in an understandable way?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● A piece of poster paper ● Drawing materials	Possible Supports During the Lesson: ● choral reading or echo reading ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide- **Additional Supports for Diverse Learners** ● **Section 5 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.W.3.4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform

			or entertain), or audience (e.g., reader). ● LC.RL.3.3f Analyze how a character's point of view influences a conflict within a text ● LC.SL.3.4 Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Lesson Overview		
Lesson Number	Lesson 17: Point of View	**Modified Lesson Overview**
Description	In this lesson, students will complete a chart comparing the points of view of different characters.	● Task is Optional.
Let's Express Our Understanding	● Work with a partner to fill in Long John Silver's point of view. Since Long John Silver doesn't narrate a chapter, you will have to use your imagination.	
Lesson Look-Fors	● Can students use the information from Chapters 11-14 to come up with a possible point of view for Long John Silver? ● Can students use the events from Chapter 14 to make inferences about what Long John Silver is doing at this time?	
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	

Materials	Lesson Materials: ● POV-SWBST chart handout ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool	

Lesson Overview			
Lesson Number	Lesson 18: Point of View Continued		**Modified Lesson Overview**
Description	In this lesson, students will use their point of view charts to write summaries. Students will also write a summary using the made of point of view they created of Long John Silver.		● Task is Optional.
Let's Express Our Understanding	Work with a partner to write a summary of these events from Long John Silver's point of view. Remember to add sequence words and details to make complete sentences.		
Lesson Look-Fors	● Can students use the information from their point of view chart to write a summary of events from Long John Silver's point of view? ● Can students use sequence words to produce complete sentences?		
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		
Materials	Lesson Materials: ● POV-SWBST chart handout	Possible Supports During the Lesson: ● Conversation stems tool	

	● Reading log		

Section Overview		
Section Number	Section 6	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: Respond to the following prompt in your reading log: In your opinion, which is more important for Jim to do - find the treasure or help his friends? Why? **Culminating task connections:** Students demonstrate their understanding of the motivations and actions of Jim Hawkins in regards to his feelings about treasure. This helps students start to form their opinion about how Jim has changed over time in preparation for the culminating writing task.	Students write a response to the question: Respond to the following prompt in your reading log: In your opinion, which is more important for Jim to do - find the treasure or help his friends? Why? **Culminating task connections:** Students demonstrate their understanding of the motivations and actions of Jim Hawkins in regards to his feelings about treasure. **Reading/Knowledge Look Fors:** ● How well does the student explain Jim's feelings about his friends and his feelings about treasure? ● How well does the student explain how Jim's feelings

	Students also demonstrate their ability to form a claim, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze Jim's feelings about his friends and his feelings about treasure? ● How well does the student analyze how Jim's feelings about treasure are changing as he and his friends find themselves in danger? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student use grade level conventions to produce clear writing?	about treasure are changing as he and his friends find themselves in danger? **Writing/ELA Skill Look Fors:** ● How well does the student use details from the text in their responses? ● How well does the student use conventions to produce clear writing?
Section Length	4 lessons	3 lessons (1 optional)

Additional Supports for Diverse Learners	Before the Section:
	● Support for Reading Fluency
	  ○ Fluency Task
	    ■ "The Fox and the Stork" by Aesop
	● Support for Knowledge Demands
	  ○ Let's Set the Context video
	    ■ "What Motivates People"
	
	During the Section:
	○ Support for Language
	  ■ Protocol for Explicitly Teaching Vocabulary
		Additional Supports for SWSCDs:
		Student Response Modes – ELA
		● IEP Goals
		● Assistive Technology
		● English Language Arts Guidebook Reading Support
		● Word lists (e.g., passage-specific words and high frequency words)
		● Louisiana Connectors
		● Diverse Learner's Guide
		  ○ **Section 6 of Grade 3 Treasure Island**

	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

Lesson Overview		
Lesson Number	Lesson 19: Sequence of Events Treasure Island Chapter 15	**Modified Lesson Overview**
Description	In this lesson, students will complete a sequence chart to help organize the events of chapters 15 and 16.	In this lesson, students will complete a sequence chart to help organize the events of chapters 15 and 16. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot.
Let's Express Our Understanding	What were the characters saying during these events? ● Work with your partner to find quotes to match the events. ● Be sure to place your quotation marks correctly.	What were the characters saying during these events? ● Work with a partner to find quotes to match the events.
Lesson Look-Fors	● Can students locate and record quotes that match the events on the timeline? ● Can students use quotation marks correctly when recording their quotes from the text?	● Can students locate and match the events on the timeline? ● Can students correctly record their quotes from the text?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Sequence of events chart handout	Possible Supports During the Lesson: ● Conversation stems tool	Additional Materials/Supports for SWSCDs:

● Teacher Talk Moves		● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide - **Additional Supports for Diverse Learners** ● **Section 6 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.3a Explain how characters' actions contribute to the sequence of events/plot. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Lesson Overview		
Lesson Number	Lesson 20: Illustrations Treasure Island Chapter 16 and 17	**Modified Lesson Overview**

Description	In this lesson, students will read Chapters 16 and 17 and determine how illustrations contribute to the story.		In this lesson, students will read Chapters 16 and 17 and illustrate an important event from the story. ● LC.W.3.2c Include illustrations to enhance clarity and meaning. ● LC.RI.3.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions. ● LC.RI.3.7b Identify information learned from illustrations and information learned from the words in an informational text.
Let's Express Our Understanding	In your reading log, write a paragraph that explains how illustrations contribute to the story. ● Use examples from your text to support your answer.		In your reading log, explain how the illustration contributed to the story.
Lesson Look-Fors	● Can students explain that illustration represents the actions or events in the book and help the reader understand what a character sees and what a character feels? ● Can students provide evidence such as details and examples from the text in their response?		● Can students match illustrations to events in the book? ● Can students provide details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide - **Additional Supports for Diverse Learners** ● **Section 6 of Grade 3 Treasure Island**

			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
			● LC.W.3.2c Include illustrations to enhance clarity and meaning.
			● LC.RI.3.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
			● LC.RI.3.7b Identify information learned from illustrations and information learned from the words in an informational text.
			● Words, phrases, and sentences representing key events and interactions with characters
			● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 21: Character Motivations Treasure Island Chapters 18 and 19	**Modified Lesson Overview**	
Description	In this lesson, students will read chapters 18 and 19 and determine if Jim's motivation has changed from a hunt for treasure to saving his friends.	In this lesson, students will read chapters 18 and 19 and determine if Jim's motivation has changed from a hunt for treasure to saving his friends. ● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. ● LC.RL.3.3e Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). ● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.	

Let's Express Our Understanding	Respond to the following prompt in your reading log: In your opinion, which is more important for Jim to do - find the treasure or help his friends? Why?		Respond to the following prompt: In your opinion, which is more important for Jim to do - find the treasure or help his friends? Why?
Lesson Look-Fors	● Can students explain their opinion such as Jim should continue to search for the treasure so that he can help his mother? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain their opinion such as Jim should continue to search for the treasure so that he can help his mother? ● Can students provide details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Index cards ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of "Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide - **Additional Supports for Diverse Learners** ● **Section 6 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RL.3.3d Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. ● LC.RL.3.3e Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). ● LC.W.3.1a Produce an opinion piece which introduces

			the topic or text they are communicating about and states an opinion.
			● Words, phrases, and sentences representing key events and interactions with characters
			● Vocabulary words and student-friendly definitions

Lesson Overview		
Lesson Number	Lesson 22: Compare and Contrast Real Pirate Attacks	**Modified Lesson Overview**
Description	In this lesson, students will read about real pirate attacks in order to better understand the context of the novel. Students will also complete a bubble map after reading about real pirate attacks and compare real pirates to the pirates in our novel.	Task is Optional.
Let's Express Our Understanding	Respond to the following prompt in your reading log: How are the pirate attacks in Treasure Island similar to the real pirate attacks? How are they different?	
Lesson Look-Fors	● Can students point out similarities such as the weapons were the same and Long John Silver and his mean also counted on the element of surprise to overtake the Hispaniola? ● Can students provide evidence such as details and examples from the text in their response?	
Text(s)	Chapter 7 "Pirate Attack!" from *Magic Tree House Fact Tracker Pirates*	

Materials	Lesson Materials: ● Real pirates bubble map handout ● Reading log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	

Section Overview		
Section Number	Section 7	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: Respond to the following question in your Reading Log: Do you think Vincenzo Perugia was being a patriot when he stole the Mona Lisa or not? Use evidence from the text to support your opinion. **Culminating task connections:** Students demonstrate their understanding of the motivations and actions of Vincent Perugia. This prepares students to form an opinion of a character based on their actions and motivations. Students also demonstrate their ability to form a claim, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the motivations and actions of Vincent Perugia? ● How well does the student form an opinion about	Students write a response to the question: Respond to the following question in your Reading Log: Do you think Vincenzo Perugia was being a patriot when he stole the Mona Lisa or not? Use evidence from the text to support your opinion. **Culminating task connections:** Students demonstrate their understanding of the motivations and actions of Vincent Perugia. This prepares students to form an opinion of a character based on their actions and motivations. Students also demonstrate their ability to form a claim, and use conventions to produce clear writing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the motivations and actions of Vincent Perugia? ● How well does the student form an opinion about

	Perugia's based on his actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student use grade level conventions to produce clear writing?	Perugia's based on his actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student use grade level conventions to produce clear writing?
Section Length	3 lessons	1 lesson (2 optional)
Additional Supports for Diverse Learners	■ The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	Additional Supports for SWSCDs: Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview	
Lesson Number	Lesson 23: Stolen Treasure	**Modified Lesson Overview**
Description	In this lesson, students will read about the time the *Mona Lisa* was stolen from a museum and discuss why art should be considered treasure. Students will also update their types of treasure inquiry	In this lesson, students will read about the time the *Mona Lisa* was stolen from a museum and discuss why art should be considered treasure. Students will also update their types of

	chart handout.		treasure inquiry chart handout. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. ● LC.W.3.1b Provide reasons that support the opinion.
Let's Express Our Understanding	In your reading log respond to the following prompt: Why should art be considered treasure? Be sure to use evidence from your text to support your answer.		Respond to the following prompt: Why should art be considered treasure?
Lesson Look-Fors	● Can students explain that art should be considered treasure because it is irreplaceable? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain that art should be considered treasure because it is irreplaceable? ● Can students provide details and examples from the text in their response?
Text(s)	"The Day the Mona Lisa was Stolen" by Craig Roland		"The Day the Mona Lisa was Stolen" by Craig Roland
Materials	Lesson Materials: ● "Types of Treasure" inquiry chart handout ● Reading log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of* "The Day the Mona Lisa was Stolen" by Craig Roland ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 7 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

			● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
			● LC.W.3.1a Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.
			● LC.W.3.1b Provide reasons that support the opinion.
			● Words, phrases, and sentences representing key events and interactions with characters
			● Vocabulary words and student-friendly definitions

Lesson Overview			
Lesson Number	Lesson 23: Stolen Treasure		**Modified Lesson Overview**
Description	In this lesson, students will read about the time the *Mona Lisa* was stolen from a museum and discuss why art should be considered treasure. Students will also update their types of treasure inquiry chart handout.		Task is Optional.
Let's Express Our Understanding	In your reading log respond to the following prompt: Why should art be considered treasure? Be sure to use evidence from your text to support your answer.		
Lesson Look-Fors	● Can students explain that art should be considered treasure because it is irreplaceable? ● Can students provide evidence such as details and examples from the text in their response?		

Text(s)	"The Day the Mona Lisa was Stolen" by Craig Roland	
Materials	Lesson Materials: ● "Types of Treasure" inquiry chart handout ● Reading log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	

Lesson Overview		
Lesson Number	Lesson 24: Cover Art	**Modified Lesson Overview**
Description	In this lesson, students will listen to the teacher read aloud *The Mona Lisa Caper* by Rick Jacobson. Students will also complete the OPTIC handout analyzing the cover art and expressing their opinion about whether they think Perugia was a hero or a villain for stealing the *Mona Lisa*.	Task is Optional.
Let's Express Our Understanding	Respond to the following question in your Reading Log: Do you think Vincenzo Perugia was being a patriot when he stole the Mona Lisa or not? Use evidence from the text to support your opinion.	
Lesson Look-Fors	● Can students express their opinion about whether or not Vincenzo Perugia was a patriot for stealing the Mona Lisa? ● Can students provide evidence from the text to support their opinion?	
Text(s)	*The Mona Lisa Caper* by Rick Jacobson	

Materials	Lesson Materials: ● OPTIC Handout ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	

Lesson Overview		
Lesson Number	Lesson 25: Point of View	**Modified Lesson Overview**
Description	In this lesson, students will compare the point of views of the man who stole the *Mona Lisa* and the fictional *Mona Lisa*'s point of view	In this lesson, students will compare the point of views of the man who stole the *Mona Lisa* and the fictional *Mona Lisa*'s point of view. ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● LC.RI.3.9a Compare two or more texts on the same topic or by the same author
Let's Express Our Understanding	● In your reading log, complete the following task. Summarize the events of 1911 using examples from each character's point of view.	● Complete the following task. Summarize the events of 1911.
Lesson Look-Fors	● Can students explain that in 1911, Vincenzo Perugia stole the *Mona Lisa* from the Louvre because he thought it should be in Italy? ● Can students provide evidence such as details and examples from the text in their summaries?	● Can students explain that in 1911, Vincenzo Perugia stole the *Mona Lisa* from the Louvre because he thought it should be in Italy? ● Can students provide details and examples from the text in their summaries?

Text(s)	"The Day the Mona Lisa was Stolen" by Craig Roland *The Mona Lisa Caper* by Rick Jacobson	"The Day the Mona Lisa was Stolen" by Craig Roland *The Mona Lisa Caper* by Rick Jacobson
Materials	Lesson Materials: ● POV-SWBST chart ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of* "The Day the Mona Lisa was Stolen" by Craig Roland *The Mona Lisa Caper* by Rick Jacobson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 7 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● LC.RI.3.9a Compare two or more texts on the same topic or by the same author ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Section Overview		
Section Number	8	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students will participate in a whole class discussion to answer the questions: ● How has Jim's opinion about Long John Silver changed? ● What events led to this change? **Culminating task connections:** Students demonstrate their understanding of the motivations of and interactions Jim Hawkins and Long John Silver. This prepares students to analyze how Jim's feelings about treasure change throughout the text. Students also demonstrate their ability to form a claim about characters and support their thinking with evidence from the text. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze the interactions and relationship between Jim Hawkins and Silver? ● How well does the student analyze how Jim's relationship with Silver influences Jim's thoughts and actions? **Writing/ELA Skill Look Fors:** ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?	Students will answer the questions: ● How has Jim's opinion about Long John Silver changed? ● What events led to this change? **Culminating task connections:** Students demonstrate their understanding of the motivations of and interactions Jim Hawkins and Long John Silver. **Reading/Knowledge Look Fors:** ● How well does the student explain the interactions and relationship between Jim Hawkins and Silver? ● How well does the student explain how Jim's relationship with Silver influences Jim's thoughts and actions? **Writing/ELA Skill Look Fors:** ● How well does the student use details from the text in their responses? ● How well does the student explain relationships among the details of a text and how they develop ideas?

Section Length	2 lessons		1 lesson (1 optional)

Additional Supports for Diverse Learners	Before the Section:
	 ● Support for Reading Fluency
	  ○ Fluency Task
	   ■ Excerpt from "Hurricanes" by NASA
	 ● Support for Knowledge Demands
	  ○ Let's Set the Context video
	   ■ Compare and Contrast
		During the Section:
		 ● Support for Language
		  ○ Protocol for Explicitly Teaching Vocabulary
		  ○ Support for Meaning
		   ■ Additional text-dependent questions for Lesson 27
			Additional Supports for SWSCDs:
			 Student Response Modes – ELA
			 ● IEP Goals
			 ● Assistive Technology
			 ● English Language Arts Guidebook Reading Support
			 ● Word lists (e.g., passage-specific words and high frequency words)
			 ● Louisiana Connectors

	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview	
Lesson Number	Lesson 26: Compare and Contrast Treasure Island Chapters 20 and 21
	Modified Lesson Overview
Description	In this lesson, students will read Chapters 20 and 21 and compare the characters of Jim Hawkins and Long John Silver.
	In this lesson, students will read Chapters 20 and 21 and compare the characters of Jim Hawkins and Long John Silver. ● LC.RI.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LC.RI.3.1b Identify supporting details of an informational

		text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Let's Express Our Understanding	In your reading log, respond to the following prompt: How are Jim Hawkins and Long John Silver alike or different? Use evidence from your text to support your answer.	Respond to the following prompt: How are Jim Hawkins and Long John Silver alike or different? Use evidence from your text to support your answer.
Lesson Look-Fors	- Can students explain that even though Jim Hawkins and Long John Silver both want the same thing at the beginning of the story, their similar motivations change throughout the text. - Can students provide evidence such as details and examples from the text on their Venn diagram?	- Can students compare Jim Hawkins and Long John Silver's motivations at the beginning and then later in the story? - Can students provide details and examples from the text on their Venn diagram?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	*Classic Starts: Treasure Island* by Robert Louis Stevenson

Materials	Lesson Materials: - Index Cards - Venn diagram handout - Teacher Talk Moves	Possible Supports During the Lesson: - shared writing - Conversation stems tool	Additional Materials/Supports for SWSCDs: - Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson - Adapting Lesson Plans - Student Response Modes based off of specific exceptionalities - Diverse Learners Guide **Section 8 of Grade 3 Treasure Island** - Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions essential for student understanding of key concepts - LC.RI.3.1a Answer questions to demonstrate

			understanding of a text, referring explicitly to the text as the basis for the answers.
			● LC.RI.3.1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Lesson Overview	
Lesson Number	Lesson 27: Accountable Talk Treasure Island Chapters 22 and 23
	Modified Lesson Overview
Description	In this lesson, students will read Chapters 22 and 23 and use accountable talk and talk moves to discuss Jim's feelings about Long John Silver.	Task is Optional.
Let's Express Our Understanding	Students will participate in a whole class discussion to answer the questions: ● How has Jim's opinion about Long John Silver changed? ● What events led to this change?	
Lesson Look-Fors	● Can students identify possible events including Long John Silver's mutiny, his killing the other shipmates, attacking Jim's friends in the stockade, and trying to take the treasure? ● Can students provide evidence such as details and examples from the text during a discussion?	

Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	
Materials	Lesson Materials: ● Index cards ● Teacher Talk Moves	Possible Supports During the Lesson: ● Conversation stems tool

Section Overview		
Section Number	9	**Modified Section Overview**
Description	Treasure Island	
Assessment	Students write a response to the question: What is the central message of Treasure Island? **Culminating task connections:** Students demonstrate their understanding of the central message of Classic Starts: Treasure Island. This prepares students to analyze the lesson Jim Hawkins learns in the story which leads to him changing his feelings about treasure. Students also demonstrate their ability to form a claim about characters and support their thinking with evidence from the text. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student identify the central message, that friendship is more important than treasure? ● How well does the student analyze how Jim's relationship with his shipmates leads to the understanding?	Students write a response to the question: What is the central message of Treasure Island? **Culminating task connections:** Students demonstrate their understanding of the central message of Classic Starts: Treasure Island. This prepares students to analyze the lesson Jim Hawkins learns in the story which leads to him changing his feelings about treasure. Students also demonstrate their ability to form a claim about characters and support their thinking with evidence from the text. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student identify the central message, that friendship is more important than treasure? ● How well does the student explain how Jim's relationship with his shipmates leads to the understanding?

	Writing/ELA Skill Look Fors: ● How well does the student use evidence and details from the text in their responses? ● How well does the student analyze relationships among the details of a text and how they develop ideas?		**Writing/ELA Skill Look Fors:** ● How well does the student details from the text in their responses? ● How well does the student explain relationships among the details of a text?
Section Length	4 lessons		4 lessons (optional)

Additional Supports for Diverse Learners	Before the Section:
	● none
		During the Section:
		● Support for Language
		  ○ Protocol for Explicitly Teaching Vocabulary
		  ○ Support for Meaning
		    ■ Additional text-dependent questions for Lessons 30-31
			Additional Supports for SWSCDs:
			Student Response Modes – ELA
			● IEP Goals
			● Assistive Technology
			● English Language Arts Guidebook Reading Support
			● Word lists (e.g., passage-specific words and high frequency words)
			● Louisiana Connectors

	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview

Lesson Number	Lesson 28: Connections Across Chapters Treasure Island Chapter 24		**Modified Lesson Overview**
Description	In this lesson, students will read chapter 24 and have a discussion with a partner, identifying how chapters are connected.		In this lesson, students will read chapter 24 and have a discussion with a partner, identifying how chapters are connected. ● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. ● LC.SL.3.1b Ask questions to check understanding of information presented in collaborative discussions ● LC.RL.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Let's Express Our Understanding	With your partner, respond to the following question in your reading log: Based on the events in this chapter, what do you think will happen in Chapter 25?		With a partner, respond to the following question: Based on the events in this chapter, what do you think will happen in Chapter 25?
Lesson Look-Fors	● Can students make predictions about Chapter 25, based on the events in Chapter 24 such as SIlver is nervous and something bad is going to happen to him? ● Can students provide evidence such as details and examples from the text to support their prediction?		● Can students make predictions about Chapter 25, based on the events in Chapter 24? ● Can students provide details and examples from the text to support their prediction?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Say Something handout ● Reading Log ● Teacher Talk Moves	Possible Supports During the Lesson: ● choral reading or echo reading ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide

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○ **Section 9 of Grade 3 Treasure Island**

● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
● LC.SL.3.1b Ask questions to check understanding of information presented in collaborative discussions
● LC.RL.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
● Words, phrases, and sentences representing key events and interactions with characters

● Vocabulary words and student-friendly definitions
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Lesson Overview		
Lesson Number	Lesson 29: Cause and Effect Treasure Island Chapter 25	**Modified Lesson Overview**
Description	In this lesson, students will read Chapter 25 and complete a cause and effect organizer handout.	In this lesson, students will listen to Chapter 25 and complete a cause and effect organizer handout. ● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. ● LC.RL.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as

			the basis for the answers.
Let's Express Our Understanding	Work with your partner to illustrate one of the examples of cause and effect on the poster. Write a paragraph to explain how this is an example of cause and effect.		Illustrate with a partner one of the examples of cause and effect. Write sentences to explain how this is an example of cause and effect.
Lesson Look-Fors	● Can students explain a cause and effect relationship from chapter 25? ● Can students provide evidence such as details and examples from the text in their response?		● Can students explain a cause and effect relationship from chapter 25? ● Can students provide details and examples from the text in their response?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Poster paper ● Markers ● Cause and effect organizer handout ● Teacher Talk Moves	Possible Supports During the Lesson: ● shared writing ● choral reading or echo reading ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 9 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. ● LC.RL.3.1a Answer questions to demonstrate

			understanding of a text, referring explicitly to the text as the basis for the answers. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

Lesson Overview		
Lesson Number	Lesson 30: Determining Central Message Part 1 Treasure Island Chapter 26	**Modified Lesson Overview**
Description	In this lesson, students will complete the novel then work in groups to answer questions related to the central message. Students will also create posters to illustrate their thinking.	In this lesson, students will complete the novel then answer questions related to the central message. Students will also create illustrations to show their thinking. ● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
Let's Express Our Understanding	Work with your group to answer one of the answer frames handout. Create an illustration to explain your answer. Present your posters to the class.	Answer one of the answer frames handout. Create an illustration to explain your answer.
Lesson Look-Fors	● Can students include an illustration and a written response to the question?	● Can students include an illustration and a written response to the question?

	● Can students provide evidence such as details and examples from the text on their poster and in their presentation?	● Can students provide details and examples from the text on their poster and in their presentation?
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	*Classic Starts: Treasure Island* by Robert Louis Stevenson
Materials	Lesson Materials: ● Answer frames handout ● Markers	Possible Supports During the Lesson: ● choral reading or echo reading ● Conversation stems tool	Additional Materials/Supports for SWSCDs: ● Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ○ **Section 9 of Grade 3 Treasure Island** ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. ● LC.RL.3.1a Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). ● LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. ● Words, phrases, and sentences representing key events and interactions with characters ● Vocabulary words and student-friendly definitions

<table>
<tr><td colspan="3" align="center">Lesson Overview</td></tr>
<tr><td>Lesson Number</td><td>Lesson 31: Determining Central Message Part 2
Treasure Island</td><td align="center">Modified Lesson Overview</td></tr>
<tr><td>Description</td><td>In this lesson, students will participate in a fishbowl discussion about the central message of the novel then write in their reading log.</td><td>In this lesson, students will participate in a discussion about the central message.
LC.SL.3.1a Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
LC.RL.3.1a Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LC.RL.3.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</td></tr>
<tr><td>Let's Express Our Understanding</td><td>In your reading log, respond to the following prompt: What is the central message of Treasure Island?
Support your thinking with evidence from your text.</td><td>Respond to the following prompt: What is the central message of Treasure Island?
Support your thinking with evidence from your text.</td></tr>
<tr><td>Lesson Look-Fors</td><td>Can students explain that the central message is that some things, like friendship and honor, are more important than treasure?
Can students respond to the prompt using language and conventions appropriate to third grade?</td><td>Can students explain that the central message is that some things, like friendship and honor, are more important than treasure?
Can students respond to the prompt using language and conventions?</td></tr>
<tr><td>Text(s)</td><td>Classic Starts: Treasure Island by Robert Louis Stevenson</td><td>Classic Starts: Treasure Island by Robert Louis Stevenson</td></tr>
</table>

Materials	Lesson Materials:	Possible Supports During the Lesson:	Additional Materials/Supports for SWSCDs:
	- Posters from previous lesson - Reading Log	- evidence sentence starters - fishbowl discussions - shared writing - Conversation stems tool	- Original and adapted version(s) of the text: *Audio and visual recording of Classic Starts: Treasure Island* by Robert Louis Stevenson - Adapting Lesson Plans - Student Response Modes based off of specific exceptionalities - Diverse Learners Guide **Section 9 of Grade 3 Treasure Island** - Images, phrases, sentences representing key concepts covered in the lesson - Vocabulary words and student-friendly definitions essential for student understanding of key concepts (LC.SL.3.1a) Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. (LC.RL.3.1a) Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LC.RL.3.2a) Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. - Words, phrases, and sentences representing key events and interactions with characters - Vocabulary words and student-friendly definitions

Section Overview		
Section Number	Section 10	**Modified Section Overview**
Description	Treasure Island	Section is optional
Assessment	Students write a response to the question: How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end?	Students write a response to the question: How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end?
Section Length	3 lessons	0 lessons (3 optional)

Additional Supports for Diverse Learners	Before the Section:
	 ● Support for Foundational Skills
	 ● Support for Reading Fluency
	   ○ Fluency Task
	
	 During the Section:
	   ○ Support for Language
		Additional Supports for SWSCDs:
		 Student Response Modes – ELA
		 ● IEP Goals
		 ● Assistive Technology
		 ● English Language Arts Guidebook Reading Support
		 ● Word lists (e.g., passage-specific words and high frequency words)
		 ● Louisiana Connectors

	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview

Lesson Number	Lesson 32: Culminating Writing Task -Drafting	**Modified Lesson Overview**	
Description	In this lesson, students will begin the writing process to answer the question: How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end?	Task is Optional.	
Let's Express Our Understanding	Write a first draft. Introduce your opinion about how Jim's feelings about treasure have changed from the beginning of the story to the end. ● Use specific examples from the text to support your opinion. ● Provide a concluding statement.		
Lesson Look-Fors	● Can students introduce the topic, state an opinion, give reasons for their opinion and use specific evidence from the text that supports their reasons? ● Can students provide a concluding statement?		
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson		
Materials	Lesson Materials: ● Highlighters ● Reading log ● Notebook paper ● Culminating Writing Task Directions handout ● Culminating Writing Task Rubric scoring tool	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	

Lesson Overview		
Lesson Number	Lesson 33: Culminating Writing Task - Revising	**Modified Lesson Overview**
Description	In this lesson, students will continue the writing process to answer the question: How do Jim's feelings about treasure change from the beginning of *Treasure Island* to the end?	Task is Optional.
Let's Express Our Understanding	Writers use linking words to connect ideas and help their writing sound better. Read through your writing and find places you can add linking words.	
Lesson Look-Fors	● Can review their rough draft and look for examples of linking words and phrases such as for example, I think, and in addition? ● Can students add more linking words and phrases to their writing?	
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	
Materials	Lesson Materials: ● Your first draft ● Highlighter ● Ink pen ● Green marker ● Your culminating task scoring rubric	Possible Supports During the Lesson: ● shared writing ● Conversation stems tool	

Lesson Overview		
Lesson Number	Lesson 34: Culminating Writing Task - Editing and Publishing	**Modified Lesson Overview**

Description	In this lesson, students . Students also prepare to write by previewing the culminating task and begin choice reading for the unit.	Task is optional
Let's Express Our Understanding	Write a final draft. Ensure you: ● Have discussed the changes in Jim's feelings about treasure ● Supported your opinion with details from the text ● Use grade-appropriate grammar and language	
Lesson Look-Fors	● Can students explain that Jim's feelings have changed about treasure because he realizes he is not willing to hurt his friends to get it like Long John Silver? ● Can students respond to the prompt using language and conventions appropriate to third grade such as linking words?	
Text(s)	*Classic Starts: Treasure Island* by Robert Louis Stevenson	
Materials	Lesson Materials: ● Revised copy of the Culminating Writing Task	Possible Supports During the Lesson: ● Conversation stems tool	

Section Overview		
Section Number	Section 11	**Modified Section Overview**
Description	Treasure Island	Section is optional

Assessment	Students will complete Cold Read Assessment - multiple choice and essay response **Culminating task connections:** Students assess their ability to read, understand, and express their understandings of complex grade-level texts through the completion of comprehension questions. Students also demonstrate their ability to develop a response form a claim and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student read and understand complex grade level text? **Writing/ELA Skill Look Fors:** ● How well does the student respond to questions to demonstrate understanding of text and topics?	Students will complete Cold Read Assessment - multiple choice and essay response **Culminating task connections:** Students assess their ability to read, understand, and express their understandings of complex grade-level texts through the completion of comprehension questions. Students also demonstrate their ability to develop a response form a claim and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student read and understand complex grade level text? **Writing/ELA Skill Look Fors:** ● How well does the student respond to questions to demonstrate understanding of text and topics?
Section Length	2 lessons	0 lessons (2 optional)
Additional Supports for Diverse Learners	Before the Section: ● Support for Foundational Skills ● Support for Reading Fluency	During the Section: ○ Support for Language	Additional Supports for SWSCDs: Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors

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Lesson Overview		
Lesson Number	Lesson 35: Cold-Read Task, Part 1	**Modified Lesson Overview**
Description	In this lesson, students will read a new text to demonstrate their ability to read, understand and express understanding of the text.	Task is optional
Let's Express Our Understanding	You will have approximately 40 minutes to read the text and answer questions 1-8.	
Lesson Look-Fors	● Can students read and comprehend text in order to answer questions on the Cold-Read Task?	
Text(s)	"The Gold Rush" by Amy Headley and Victoria Smith	
Materials	Lesson Materials: ● The cold-read task ● The cold-read task answer sheet	Possible Supports During the Lesson: ● Any necessary accommodations	

Lesson Overview

Lesson Number	Lesson 36: Cold-Read Task, Part 2		**Modified Lesson Overview**
Description	In this lesson, students will read a new text to demonstrate their ability to read, understand and express understanding of the text.		Task is Optional.
Let's Express Our Understanding	You will have approximately 40 minutes to reread the text and answer question 9.		
Lesson Look-Fors	● Can students read and comprehend text in order to answer questions on the Cold-Read Task?		
Text(s)	"The Gold Rush" by Amy Headley and Victoria Smith		
Materials	Lesson Materials: ● The cold-read task ● Your partially completed cold-read task answer sheet	Possible Supports During the Lesson: ● Any necessary accommodations	

Section Overview			
Section Number	Section 12		**Modified Section Overview**
Description	Treasure Island		Section is optional
Assessment	Write a paragraph that answers this question: Why is geocaching considered modern-day treasure hunting? Use details from your research to support your claim.		Write a paragraph that answers this question: Why is geocaching considered modern-day treasure hunting? Use details from your research to support your claim. **Culminating task connections:**

	Culminating task connections: **Reading/Knowledge Look Fors:** ● How well does the student research facts about a form of modern day treasure hunting known as Geocaching? **Writing/ELA Skill Look Fors:** ● How well does the studentpresent their facts about Geocaching to their group members?	**Reading/Knowledge Look Fors:** ● How well does the student research facts about a form of modern day treasure hunting known as Geocaching? **Writing/ELA Skill Look Fors:** ● How well does the studentpresent their facts about Geocaching to their group members?
Section Length	2 lessons	0 lessons (2 optional)
Additional Supports for Diverse Learners	Before the Section: ● Support for Foundational Skills ● Support for Reading Fluency	During the Section: ○ Support for Language ○ Support for Structure ○ Support for Meaning	Additional Supports for SWSCDs: Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview

Lesson Number	Lesson 37: What is Geocaching?	**Modified Lesson Overview**	
Description	In this lesson, students will work in small groups to research different kinds of geocaches.	Task is Optional.	
Let's Express Our Understanding	Let's have a jigsaw discussion.		
Lesson Look-Fors	- Can students explain research about different types of Geocaches with their jigsaw group and their home group? - Can students provide evidence such as details and examples from their research?		
Text(s)	"Geocaching Fact Sheet"		
Materials	Lesson Materials: - Computer - Extension task handout - Geocaching research handout - Geocache jigsaw handout	Possible Supports During the Lesson: - www.geocaching.com - www.rei.com/learn/expert-advice/geocaching-kids.html - www.peanutsorpretzels.com/geocaching-101-what-types-of-geocaches/ - www.cachingbox.com/different-types-of-geocaches/ - Conversation stems tool	

Lesson Overview

Lesson Number	Lesson 38: Design a Geocache		**Modified Lesson Overview**	
Description	In this lesson, students will work in small groups to design their own geocache. Students will also write a paragraph explaining Geocaching.		Task is Optional.	
Let's Express Our Understanding	Write a paragraph that answers this question: Why is geocaching considered modern-day treasure hunting? ● Use details from your research to support your claim.			
Lesson Look-Fors	● Can students explain that Geocaching is like modern day treasure hunting because people follow clues to search for something they think is valuable? ● Can students provide evidence such as details and examples from their research in their paragraph?			
Text(s)	"Geocaching Fact Sheet"			
Materials	Lesson Materials: ● Small box ● A piece of paper ● Geocaching planning handout	Possible Supports During the Lesson: ● ● Conversation stems tool		