

Grade 5 – Shutting Out the Sky

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!

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 5, Unit 5 - *Shutting Out the Sky*

Unit Overview		
Grade	5	Modified Unit Overview
Guidebook Text	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Unit Description	We will read <i>Shutting Out the Sky</i> by Deborah Hopkinson and a series of related literary and informational texts to explore the question: Why does the title “Shutting Out the Sky” have two different meanings in the text? We will express our understanding through an essay that analyzes the meaning of the title <i>Shutting Out the Sky</i> and the two main ideas related to the title and how are those ideas supported by key details in the text.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Shutting Out the Sky</i> by Deborah Hopkinson and a series of related literary and informational texts to explore the question: Why does the title “Shutting Out the Sky” have two different meanings in the text? We will express our understanding through a permanent product that analyzes the meaning of the title <i>Shutting Out the Sky</i> and the two main ideas related to the title and how those ideas are supported by key details in the text.
Essential Question	Why does the title “Shutting Out the Sky” have two different meanings in the text and how are those meanings related to the main idea?	Why does the title “Shutting Out the Sky” have two different meanings in the text and how are those meanings related to the main idea?
Culminating Task	<p>What is the meaning of the title <i>Shutting Out the Sky</i>? How does the author introduce two main ideas related to the title and how are those ideas supported by key details in the text?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Identify possible meanings of the title. 	<p>We considered the author’s meaning of the title “Shutting Out the Sky”, how the author introduces the two main ideas related to the title, and how those ideas are supported by key details in the text.</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Identify possible meanings of the title.

	<ul style="list-style-type: none"> ● Determine where two main ideas related to the meaning of the title are first introduced. ● Locate details throughout the text which develop the two main ideas as they relate to the meaning of “shutting out the sky.” <p>Write an essay that explains the meaning of the title and how the meaning relates to two main ideas of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., <i>however, although, moreover, in addition, etc.</i>). Introduce and develop your ideas with concrete details and direct quotations.</p>	<ul style="list-style-type: none"> ● Determine and locate where two main ideas related to the meaning of the title are first introduced. ● Locate details and evidence throughout the text which develop the two main ideas as they relate to the meaning of “shutting out the sky.” <p>Write a permanent product that describes the meaning of the title and how the meaning is related to two main ideas of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., <i>however, although, moreover, in addition, etc.</i>). Introduce and develop your ideas with concrete details and direct quotations.</p>
Sections & Lessons	11 Sections, 39 Lessons	6 Sections, 20 lessons

Assessment Overview			
Guidebook Assessment		Modified Assessment Overview	
Culminating Writing Task	Students write a multiparagraph essay in response to the questions: What is the meaning of the title <i>Shutting Out the Sky</i> ? How does the author introduce two main ideas related to the title and how are those	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response 	The students will create a permanent product in response to the questions: What is the meaning of the title <i>Shutting Out the Sky</i> ? How does the author introduce two main ideas related to the title and how are those ideas supported by key details in the text?

	<p>ideas supported by key details in the text?</p>	<ul style="list-style-type: none"> ● Grade 4-5 LAT-RST writing rubric 	<p>To answer this question:</p> <ul style="list-style-type: none"> ● Explore the key details from the text to determine the meaning of the title. ● Compare how the text is organized and developed, including how specific themes are related to the title of the novel. ● Determine two main themes directly related to the title. ● Identify places in the text in which those ideas are supported by key details in the text. <p>Your permanent product should state and logically support a claim about the meaning of the title, two main themes, and how those ideas are supported in the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence.</p>
<p>Cold-Read Task</p>	<p>Students will read <i>“Statue of Liberty Reopens after Sandy Damage”</i> by Tina Susman and watch the video <i>“What “Lady Liberty” and Ellis Island Mean Today.”</i> to respond to several two-part multiple choice questions. Also, students will write one to two paragraphs that explain how the article and the video support the idea that the Statue of Liberty is resilient. Introduce your ideas, cite textual</p>	<ul style="list-style-type: none"> ● Cold-Read Assessment ● Answer Sheet ● Answer Key ● Grade 4-5 LAT-LST writing rubric 	<p>This will be optional.</p>

	<p>evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p>		
<p>Extension Task</p>	<p>Students in groups will engage in a series of conversations and conduct research on service learning and volunteer opportunities to write a narrative in the form of journal entries which (1) notes the goal of each opportunity, (2) summarizes the experience of the project, (3) documents visually through photographs, drawings, or video recordings, (4) includes needed supplies, estimated cost and time investment, (5) list any contact information. Students will also share their journal entries with the class.</p>	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Grade 4-5 NAR writing rubric 	<p>This will be optional.</p>

Section Overview

Section Number	1	Section is optional.
Description	Shutting Out the Sky	
Assessment	<p>Students write a summary of “Excerpts from Of Thee We Sing: Immigrants and American History,” from <i>Coming to America: A New Life in a New Land</i> by Katharine Emsden.</p> <p>Culminating task connections: Students demonstrate their understanding of why immigrants wanted to travel to America in the 19th century. This prepares students to understand the context of the anchor text.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the reasons immigrants came to America?? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use transitions to clarify relationships and create a coherent organization for their summary. ● How well do students incorporate evidence from text into their summaries. 	
Section Length	3 lessons	3 lessons optional
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Shutting Out the Sky ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA

		<ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 1: Introduction	Lesson is Optional
Description	In this lesson students will read “Of We Thee Sing” from <i>Coming to America: A New Life in a New Land</i> by Katharine Emsden and discuss how immigrants came to the United States. Students also prepare to write by previewing the culminating task and summarizing the knowledge and skill needed to be proficient.	

Let's Express Our Understanding	In your reading log respond to the following prompt: <ul style="list-style-type: none"> ● Explain what you will learn and the goals of this unit. ● Use details from the text and the discussion in your response. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the many ways that immigrants came to the United States? ● Can students summarize the Culminating Writing Task and provide evidence? 		
Text(s)	<i>"Of We Thee Sing"</i> from <i>Coming to America: A New Life in a New Land</i> by Katharine Emsden		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log ● Conversation Stems tool ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Evidence Sentence Starters tool ● CWT to display 	

Lesson Overview		
Lesson Number	<i>Lesson 2: Coming to America</i>	Lesson is Optional
Description	In this lesson, students will reread "Excerpts from Of We Thee Sing: Immigrants and American History" from <i>Coming to America: A New Life in a New Land</i> , to discuss what makes each immigrant unique. Students also practice answering text dependent questions to give a written expression of the text and draw	

	inferences.	
Let's Express Our Understanding	<p>Students participate in whole-class discussion to answer the following questions:</p> <ul style="list-style-type: none"> ● According to both texts, what is unique about American people? Provide evidence from the text to support your answer. ● Explain the relationship the author tries to highlight between immigrants and emigrants in "Of Thee We Sing." What is the main point the author is trying to make? ● Explain how the author describes emigration on page 10. What reasons and evidence does the author provide to explain why emigration might be considered a "violent act of separation"? ● Why did so many immigrants come to America in the 19th century? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why so many immigrants came to America? ● Can students provide evidence from the text to support the claim during a whole group discussion? 	
Text(s)	"Of We Thee Sing" from <i>Coming to America: A New Life in a New Land</i> by Katharine Emsden	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Lesson 2 questions handout ● teacher talk moves ● Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems ● Paired/partner reading

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 3: Summarizing	
Lesson is Optional		
Description	In this lesson, students will identify the main ideas and supporting details of “Excerpts from Of Thee We Sing: Immigrants and American History,” from <i>Coming to America: A New Life in a New Land</i> . Students will also write a summary of the informational text and incorporate transitional words into their writing. .	
Let’s Express Our Understanding	Write a summary of “Excerpts from Of Thee We Sing: Immigrants and American History,” from <i>Coming to America: A New Life in a New Land</i> by Katharine Emsden.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify some of the reasons people wanted to emigrate to America in the 19th century? ● Can students connect ideas using the appropriate transition words? 	
Text(s)	“Excerpts from Of Thee We Sing: Immigrants and American History,” from <i>Coming to America: A New Life in a New Land</i> Katharine Emsden.	
Materials	Lesson Materials] <ul style="list-style-type: none"> ● “Of Thee We Sing” summary handout ● Accountable Talk ● Conversation Stems tool 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing. ● Student examples ● Mentor texts ● ELA Guidebook

	<ul style="list-style-type: none"> Teacher Talk Moves 	Grammar Guide <ul style="list-style-type: none"> Write Along 	
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Section Overview		
Section Number	Section 2	Modified Section Overview
Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>Students write a summary of “Coming to the Golden Land.” Be sure to include the main ideas of “Coming to the Golden Land” and explain how they are supported by key details in the text.</p> <p>Culminating task connections: Students demonstrate their understanding of hardships and sacrifices made by immigrants in “Coming to the Golden Land” . This prepares students to understand the context of the anchor text.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the sufferings and agony immigrants endured to come to America?? 	<p>Students discuss a summary of “Coming to the Golden Land”. They will locate and identify the main ideas of “Coming to the Golden Land” and describe how they are supported by key details in the text.</p> <p>Culminating task connections: Students show an understanding of hardships and/or sacrifices made by immigrants in “Coming to the Golden Land”. This prepares students to understand the context of the anchor text.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing or dictation. This prepares students to create a multi-paragraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the sufferings and/or agony immigrants endured to come to

	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use transitions to clarify relationships and create a coherent organization for their summary? • How well do students incorporate evidence from text into their summaries? 	<p>America?</p> <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use transitions to clarify relationships and create a coherent organization for their summary? • How well do students provide evidence from text into their summaries? 	
Section Length	3 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section: Support for Foundational Skills Support for Reading Fluency Fluency Task</p> <ul style="list-style-type: none"> • “At 16, Making a Trek to Make the ‘63 March on Washington” by NPR Staff <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> • Let’s Set the Context video • “History of Immigration” • “America the Melting Pot” 	<p>During the Section: Support for Language</p> <ul style="list-style-type: none"> • Protocol for Explicitly Teaching Vocabulary • Vocabulary Task for “eke” • Mentor Sentence <p>Support for Meaning</p> <ul style="list-style-type: none"> • Additional text-dependent questions for Lesson 4 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Shutting Out the Sky • Louisiana Connectors • Essential Elements Cards - Grade 3-5 Informational • Student Response Modes - ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) • Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples, components of a response, sentence starters) • Guidance to support discussion(e.g., logical sequence of ideas, inclusion of details) • Think Pair Share

The [Supports Flow Chart](#) includes information, guidance, and supports to use with individuals 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 4: Introducing the Anchor Text	Modified Lesson Overview
Description	<p>In this lesson, students begin reading <i>“Shutting Out the Sky”</i> by Deborah Hopkinson to become familiar with profiled immigrants in the text and their reasons for immigrating to America. The student will also identify the countries the immigrants emigrated from using a map.</p>	<p>In this lesson, the student begins reading or being read to <i>“Shutting Out the Sky”</i> by Deborah Hopkinson and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the texts (LC.RI.5.3b).
Let’s Express Our Understanding	<p>Work with a partner to complete the voices in this book handout. For each character students can gather evidence about:</p> <ul style="list-style-type: none"> ● Feeling and Actions Leading Up to the Journey ● Feelings and Important Details as They Arrived in America 	<p>Work with a partner to complete the voices in this book handout. For at least 1 character the student can gather evidence about:</p> <ul style="list-style-type: none"> ● Feeling and Actions Leading Up to the Journey ● Feelings and Important Details as They Arrived in America
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why each of the individuals covered in the text was motivated to travel to America? ● Can students provide relevant evidence from the text and reasoning in support of the claim? 	<ul style="list-style-type: none"> ● Can the student explain why at least one of the individuals covered in the text was motivated to travel to America? ● Can the student provide relevant evidence from the text to support the claim?

Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson		<i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Color Pencils or crayons ● Reading Log ● Voices in this book handout ● Map of Europe circa 1900 handout ● Paired/Partner Reading ● Accountable Talk ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student friendly definitions ● Evidence Sentence Starters tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 02 of Grade 05 <i>Shutting Out the Sky</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.3b: <ul style="list-style-type: none"> • Various informational Texts supported by illustrations as needed • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same content with the same key events or details • Content delivered using multi-media (e.g., book,

			storyboard, video, computer, etc.)
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Lesson Overview		
Lesson Number	Lesson 5: "Coming to the Golden Land"	Modified Lesson Overview
Description	In this lesson, students analyze "Coming to the Golden Land" from <i>Shutting Out the Sky</i> to discuss and record the reasons immigrants came to America in their Reading Log.	In this lesson, students analyze "Coming to the Golden Land" from <i>Shutting Out the Sky</i> and, as needed, an adapted version . <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a). Note important similarities and differences in the point of view of multiple accounts of the same event or topic (LC.RI.5.6).
Let's Express Our Understanding	<ul style="list-style-type: none"> Write a paragraph describing some of the factors that motivated the immigrants to leave their home countries. Be sure to use details from the text to support your answers. 	<ul style="list-style-type: none"> Write or dictate 2-3 sentences describing a factor that motivated one of the immigrants to leave their home country. Be sure to use details from the text to support your answers.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain some of the influences that motivated each immigrant to emigrate from their home land? Can students provide relevant evidence from the text and reasoning in support of the claim? 	<ul style="list-style-type: none"> Can the student locate an influence that motivated the immigrant to emigrate from their home land? Can the student provide relevant text evidence to support the claim?

Text(s)	“Coming to the Golden Land” from <i>Shutting Out the Sky</i> by Deborah Hopkinson		“Coming to the Golden Land” from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Chart Paper ● Sticky Notes ● Accountable Talk ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Choral or Echo Reading ● Evidence Starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 02 of Grade 05 <i>Shutting Out the Sky</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.1a: <ul style="list-style-type: none"> • Graphic Organizers • Various informational Texts • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same story with the same key events or details

			<ul style="list-style-type: none"> • Pictures, objects or tactile representations to illustrate the topic, events or details • Highlighted text
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Lesson Overview		
Lesson Number	Lesson 6: Summarizing “Coming to the Golden Land”	Modified Lesson Overview
Description	In this lesson, students complete the informational text summary chart with a small group. Then students will independently write a summary of “Coming to the Golden Land” from <i>Shutting Out the Sky</i> .	In this lesson, students complete the informational text summary chart with a small group. <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a). • Summarize the text or a portion of the text read, read aloud, or presented in diverse media (LC.RI.5.2b).
Let’s Express Our Understanding	Write a summary of “Coming to the Golden Land.” Be sure to include the main ideas of “Coming to the Golden Land and explain how they are supported by key details in the text.	With assistance as needed, write or dictate a 3-5 sentence summary of “Coming to the Golden Land.” <ol style="list-style-type: none"> 1. Include: <ol style="list-style-type: none"> a. main idea of “Coming to the Golden Land” b. explain how they are supported by key details in the text.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students summarize what hardships and sacrifices made by immigrants in “Coming to the Golden Land”? • Can students provide relevant details in the summary to support the main ideas of this section? 	<ul style="list-style-type: none"> • Can the student summarize a hardship and sacrifice one of the immigrants made in “Coming to the Golden Land”?

		<ul style="list-style-type: none"> • Can the student provide a relevant detail in the summary to support the main idea of this section?
Text(s)	"Coming to the Golden Land" from <i>Shutting Out the Sky</i> by Deborah Hopkinson	"Coming to the Golden Land" from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • "Coming to the Golden Land" summary chart • Evidence Sentence Starters • Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide -Section 02 of Grade 05 <i>Shutting Out the Sky</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 3-5 Informational LC.RI.5.1a: <ul style="list-style-type: none"> • Graphic Organizers • Various informational Texts • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers 	

			<ul style="list-style-type: none"> • Simpler or shorter text of the same story with the same key events or details • Pictures, objects or tactile representations to illustrate the topic, events or details • Highlighted text
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Section Overview		
Section Number	3	Section is optional.
Description	Shutting Out the Sky	
Assessment	<p>Students write a paragraph to summarize the tragedy that inspired Emma to write the poem “Statue of Liberty” Be sure to include the main ideas of “Statue of Liberty” and explain how they are supported by key details in the text.</p> <p>Culminating task connections: Students demonstrate their understanding of the empathy endured which inspired Emma to the poem “Statue of Liberty”. This prepares students to analyze a text to determine the big ideas and the supporting details as well as, to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify with events that influenced Emma to write the “Statue of Liberty”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support explanations? 	

	<ul style="list-style-type: none"> How well does the student link ideas within and across categories of information using words, phrases such as <i>in contrast</i>, and <i>especially</i>? 	
Section Length	4 lessons	4 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of Out of the Dust Louisiana Connectors Essential Elements Cards - Grade 3-5 Literature Essential Elements Cards - Grade 3-5 Informational Student Response Modes - ELA IEP Goals Assistive Technology English Language Arts Guidebook Reading Support Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) Writing rubric/criteria for development and evaluation of a response Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details) 	
	<p>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.</p>	

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 7: The Statue of Liberty		Lesson is Optional
Description	In this lesson, students learn what inspired Emma Lazarus to write the poem about the Statue of Liberty. Also students will analyze the poem to determine the main idea and supporting details to complete the informational text summary chart with a small group. Then they will independently write a summary of “Statue of Liberty”.		
Let’s Express Our Understanding	Write a paragraph to summarize the tragedy that inspired Emma to write the poem “Statue of Liberty” Be sure to include the main ideas of “Statue of Liberty” and explain how they are supported by key details in the text.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students organize a summary with transition words or phrases to link ideas? ● Can students provide relevant details in the summary to support the main ideas of this section? 		
Text(s)	“Statue of Liberty” by Emma Lazarus		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log ● “The Statue of Liberty” summary chart 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool ● Choral or Echo reading 	

	<ul style="list-style-type: none"> • Evidence Sentence Starters • Accountable Talk • Teacher Talk Moves 	<ul style="list-style-type: none"> • Engage in shared writing. • Model using student examples or mentor texts. • Revise a portion of writing together focused on a specific skill. • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept. 	
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Lesson Overview		
Lesson Number	Lesson 8 : The New Colossus	Lesson is Optional
Description	In this lesson, students utilize the TP-CASTT model to analyze the poem “The New Colossus” by Emma Lazarus. Also students will explain the theme or the meaning of the poem.	
Let’s Express Our Understanding	Students analyzed the poem “The New Colossus” by Emma Lazarus. Also, students practiced how to paraphrase the poem by putting it into your own words.	

	<table border="1"> <tr> <td data-bbox="472 196 644 331">Title</td> <td data-bbox="644 196 1262 331">Consider the title and make a prediction about what the poem is about.</td> </tr> <tr> <td data-bbox="472 331 644 529">Paraphrase</td> <td data-bbox="644 331 1262 529">Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.</td> </tr> </table>	Title	Consider the title and make a prediction about what the poem is about.	Paraphrase	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.	
Title	Consider the title and make a prediction about what the poem is about.					
Paraphrase	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.					
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students paraphrase the poem and explain the theme or the meaning of the poem? • Can students provide accurate evidence from the text to support the claim? 					
Text(s)	<ul style="list-style-type: none"> • “The New Colossus” by Emma Lazarus 					
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • TP-CASTT handout • Teacher Talk Moves • Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • An audio recording of “The New Colossus” is available at https://librivox.org/the-new-colossus-by-emma-lazarus/ 				

Lesson Overview

Lesson Number	Lesson 9 : Language, Theme, and Imagery of “The New Colossus”	Lesson is Optional										
Description	<p>In this lesson, students will continue to utilize the TP-CASTT strategy to analyze a poem. Students will also write a brief description of the theme of the poem.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Connotation</td> <td>Look at the poem beyond the actual events. Look for figurative language, imagery, etc.</td> </tr> <tr> <td>Attitude (Tone)</td> <td>What is the speaker’s tone? Is there more than one attitude or tone in different parts of the poem?</td> </tr> <tr> <td>Shifts</td> <td>Are there any changes in the speaker or attitude? Look for keywords, time change, punctuation.</td> </tr> <tr> <td>Title</td> <td>Look at the title again. Why is the title important to the poem?</td> </tr> <tr> <td>Theme</td> <td>What is the theme about? What is the poet saying about the subject? What message is the poet trying to send?</td> </tr> </table>	Connotation	Look at the poem beyond the actual events. Look for figurative language, imagery, etc.	Attitude (Tone)	What is the speaker’s tone? Is there more than one attitude or tone in different parts of the poem?	Shifts	Are there any changes in the speaker or attitude? Look for keywords, time change, punctuation.	Title	Look at the title again. Why is the title important to the poem?	Theme	What is the theme about? What is the poet saying about the subject? What message is the poet trying to send?	
Connotation	Look at the poem beyond the actual events. Look for figurative language, imagery, etc.											
Attitude (Tone)	What is the speaker’s tone? Is there more than one attitude or tone in different parts of the poem?											
Shifts	Are there any changes in the speaker or attitude? Look for keywords, time change, punctuation.											
Title	Look at the title again. Why is the title important to the poem?											
Theme	What is the theme about? What is the poet saying about the subject? What message is the poet trying to send?											
Let’s Express Our Understanding	Students will continue to analyze “The New Colossus” to determine the theme. Also, students will support the theme with											

	at least one piece of relevant evidence that shows how the theme is developed.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the meaning of Emma Lazarus' phrase "Give me your tired, your poor, your huddled masses yearning to breathe free"? • Can students provide relevant evidence from the text to support the claim? 	
Text(s)	"The New Colossus" by Emma Lazarus	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • TP-CASTT Handout • Accountable Talk • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 10 : Writing a Narrative	Lesson is Optional
Description	In this lesson, students will write a journal entry from the point of view of an immigrant coming to America and seeing the Statue of Liberty for the first time. Also will introduce the expectations for the extension task..	

Let's Express Our Understanding	<p>In your reading log, write a journal entry in the form of a narrative. Pretend you are an immigrant coming to America for the first time. In your narrative, be sure to include:</p> <ul style="list-style-type: none"> • The purpose for your immigration • Descriptions of what you see, feel, and hear on your journey, including your experience of seeing the Statue of Liberty for the first time 		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain what an immigrant would see, hear and feel when arriving in America for the first time? • Can students provide evidence from the text to support the claim? 		
Text(s)	<p>"Shutting out the Sky" ("The Journey" and "Arrival" from <i>Coming to the Golden Land</i>) by Deborah Hopkinson</p>		
Materials	<p>Lesson Materials</p> <ul style="list-style-type: none"> • Reading log • Extension Writing Task • Student Directions • Accountable Talk • Teacher talk Moves • Paired/partner reading • Sticky notes 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill 	

- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

DRAFT

Section Overview

Section Number

4

Modified Section Overview

Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>Students write a paragraph to summarize the challenges immigrants faced after settling in America. Be sure to include the meaning of “Shutting Out the Sky” in each section and explain it supported by key details in the text.</p> <p>Culminating task connections: Students demonstrate their understanding of the meaning of “Shutting Out the Sky ” as well as the main idea of the chapters Tenements: Shutting Out the Sky and Settling In: Boarders and Greenhorns . This prepares students to analyze text and write a literary analysis.</p> <p>Students also demonstrate their ability to identify relevant detail to support the main idea of the text and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the profiled immigrants’ thoughts and feelings about life in America? • How well does the student understand the similarities and differences of the immigrants’ impression of America? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support explanations? • How well does the student link ideas within and across 	<p>Students write a paragraph to summarize the challenges immigrants faced after settling in America. Be sure to include the meaning of “Shutting Out the Sky” in at least one section and describe how it is supported by key details in the text.</p> <p>Culminating task connections: Students show their understanding of the meaning of “Shutting Out the Sky” as well as the main idea of the chapters Tenements: Shutting Out the Sky and Settling In: Boarders and Greenhorns . This prepares students to explore text and write or dictate a literary analysis.</p> <p>Students also show their ability to locate relevant details to support the main idea of the text and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student describe the profiled immigrants’ thoughts and feelings about life in America? • How well does the student discuss one way immigrants were treated differently in “Settling In: Boarders and Greenhorns”? • How well does the student locate and describe the similarities of the immigrants’ impression of America? • How well does the student locate and describe the differences of the immigrants’ impression of America?

	<p>categories of information using words, phrases such as <i>in contrast</i>, and <i>especially</i>?</p>	<ul style="list-style-type: none"> How well does the student utilize context clues to determining the meaning of an unfamiliar word in the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student include quotations while maintaining the flow of ideas to develop and support explanations in their writing or dictation? How well does the student connect ideas within and/or across categories of information using words, phrases such as <i>in contrast</i>, and <i>especially</i>? 	
Section Length	3 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> Support for Foundational Skills Support for Reading Fluency <ul style="list-style-type: none"> Fluency Task <p>practice reading aloud words and phrases</p> <p>“Grandpa's Story: A Comb, Penknife And Handkerchief” by NPR Staff</p> <ul style="list-style-type: none"> Support for Knowledge Demands 	<p>During the Section:</p> <ul style="list-style-type: none"> Support for Language <ul style="list-style-type: none"> Protocol for Explicitly Teaching Vocabulary Protocol for Teaching with Mentor Sentences Mentor Sentence 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of Shutting Out the Sky Louisiana Connectors Essential Elements Cards - Grade 3-5 Informational Student Response Modes - ELA IEP Goals Assistive Technology English Language Arts Guidebook Reading Support Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) Writing rubric/criteria for development and evaluation of a response Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

	<ul style="list-style-type: none"> ○ Let's Set the Context video <p>Tenement Living</p>	<p style="text-align: center;">Language Task</p> <ul style="list-style-type: none"> ○ Support for Meaning <p>Additional text-dependent questions for Lesson 11 and 12</p> <p>Additional support for determining supporting evidence</p>	
	<p>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.</p>		

Lesson Overview		
Lesson Number	Lesson: 11 Understanding Tenement Life	Modified Lesson Overview
Description	<p>In this lesson, students will read and analyze the chapter “Tenements: Shutting Out the Sky” from <i>Shutting out the Sky</i> and write a summary of the chapter to get a better understanding of tenement life .</p>	<p>In this lesson, students will read and analyze the chapter “Tenements: Shutting Out the Sky” from <i>Shutting out the Sky</i> and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a). ● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area (LC.RI.5.4).

Let's Express Our Understanding	<p>Students will independently complete the title and main idea handout for the chapter "Tenements: Shutting Out the Sky." by responding to the following question and column title:</p> <ul style="list-style-type: none"> • What is the meaning of Shutting Out the Sky in this chapter? • Main Idea(s) of the chapter • Meaning "Shutting Out the Sky" in this chapter • Details and evidence from the text (include the page numbers) 		<p>With assistance as needed, the student will complete the title and main idea handout for the chapter "Tenements: Shutting Out the Sky" by responding to the following question and column title:</p> <ul style="list-style-type: none"> • What is the meaning of Shutting Out the Sky in this chapter? • Main Idea of the chapter • Meaning "Shutting Out the Sky" in this chapter • Details and evidence from the text (include the page numbers)
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how this quote by Jacob Riis "<i>The rays of the sun, rising, setting or at high noon' never touch buildings such as these, Jacob Riis wrote. The only part of the heavens people who lived there could see, he told his readers, was a 'strip of smoke-colored sky.'</i>" relates to the title of the book? • Can students utilize context clues to determining the meaning of an unfamiliar word in the text? 		<ul style="list-style-type: none"> • Can the student tell how this quote by Jacob Riis "<i>The rays of the sun, rising, setting or at high noon' never touch buildings such as these, Jacob Riis wrote. The only part of the heavens people who lived there could see, he told his readers, was a 'strip of smoke-colored sky.'</i>" relates to the title of the book? • Can the student utilize context clues to determining the meaning of an unfamiliar word in the text?
Text(s)	"Tenements: Shutting Out the Sky" from <i>Shutting out the Sky</i> by Deborah Hopkinson		"Tenements: Shutting Out the Sky" from <i>Shutting out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Title and main idea handout • Accountable Talk • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • Choral reading or echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide -Section 04 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional

- Paired/partner reading

Supports for Diverse Learners

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.2a](#):
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Sentence strips that reflect supporting details about the topic
 - Videos or story boards/cards of the story for visual supports
 - Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Dichotomous questions that allow for making a choice of correct versus incorrect

Lesson Number	Lesson 12 : Settling In: Boarders and Greenhorns	Modified Lesson Overview
Description	<p>In this lesson, students in a jigsaw will read and analyze “Settling In : Boarders and Greenhorns” from <i>Shutting Out the Sky</i> by Deborah Hopkinson to determine the main idea and supporting details. Students also participate in a whole group discussion about the similarities and differences in how new immigrants were treated in relation to immigrants who were in America for a while.</p>	<p>In this lesson, students in a jigsaw will read and analyze “Settling In : Boarders and Greenhorns” from <i>Shutting Out the Sky</i> and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a).
Let’s Express Our Understanding	<p>Students will independently complete the “Settling In” Summary Handout for the chapter “Settling In: Boarders and Greenhorns Shutting Out the Sky.” by responding to the following question and column title:</p> <ul style="list-style-type: none"> ● Write the chapter title, text title and author. ● Write one or more main ideas of the chapter. ● List important details about each of the following sections: <ul style="list-style-type: none"> ○ “Rich or Poor?” ○ “Boarders and Lodgers, and Moving” ○ “Greenhorns: New Customs” ○ “New Clothes and NewNames” 	<p>With assistance as needed, the student will complete the “Settling In” Summary Handout for the chapter “Settling In: Boarders and Greenhorns Shutting Out the Sky” by responding to the following question and column title:</p> <ul style="list-style-type: none"> ● Write the chapter title, text title and author. ● Write one main idea of the chapter. ● List an important detail about each of the following sections: (select any 2 of your choice) <ul style="list-style-type: none"> ○ “Rich or Poor?” ○ “Boarders and Lodgers, and Moving” ○ “Greenhorns: New Customs” ○ “New Clothes and NewNames”
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain ways immigrants were treated differently in “Settling In: Boarders and Greenhorns”? ● Can students provide relevant evidence and reasoning to support the claim? 	<ul style="list-style-type: none"> ● Can the student discuss one way immigrants were treated differently in “Settling In: Boarders and Greenhorns”? ● Can the student provide relevant text evidence to support the claim?

Text(s)	“Settling In : Borders and Greenhorns” from <i>Shutting Out the Sky</i> by Deborah Hopkinson		“Settling In : Borders and Greenhorns” from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Main Idea Handout ● Summary Handout ● Teacher Talk Moves ● Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Choral Reading or Echo Reading ● Conversation Stems tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.2a: <ul style="list-style-type: none"> • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic • Videos or story boards/cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

- Dichotomous questions that allow for making a choice of correct versus incorrect

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 13: Details and Quotes that Convey the Main Idea	Modified Lesson Overview
Description	In this lesson, students read and analyze the meaning of several quotes from the chapter “Settling In : Boarders and Greenhorns” of <i>Shutting Out the Sky</i> by Deborah Hopkinson to explain how details convey the main idea of the text. Also, students with a partner, share your summary of “Settling In: Boarders and Lodgers.” to discuss the differences and similarities in their summaries.	In this lesson, students read and analyze the meaning of several quotes from the chapter “Settling In : Boarders and Greenhorns” from <i>Shutting Out the Sky</i> and, as needed, an adapted version . <ul style="list-style-type: none"> • Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). • Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a).
Let’s Express Our Understanding	In your reading log, answer the following questions: <ul style="list-style-type: none"> • What does Rose mean when she says “The sky is the same everywhere. There is only one” ? • How does this quote support the main idea of this chapter? 	With assistance as needed, in your reading log, answer the following questions: <ul style="list-style-type: none"> • What does Rose mean when she says “The sky is the same everywhere. There is only one” ? • Does this quote support the main idea of this chapter? If so, how?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how a quote by Rose Cohen helps them understand the meaning of the title <i>Shutting Out the Sky</i>? • Can students convey the difference in Rose, Marcus and Jacob’s viewpoint of the sky in this chapter ? 	<ul style="list-style-type: none"> • Can the student relate the quote by Rose Cohen to the title <i>Shutting Out the Sky</i>? • Can the student match the individual to their corresponding viewpoint of the sky in this chapter ?

			<input type="checkbox"/> Rose <input type="checkbox"/> Jacob <input type="checkbox"/> Marcus
Text(s)	“Settling In : Borders and Greenhorns” from <i>Shutting Out the Sky</i> by Deborah Hopkinson		“Settling In : Borders and Greenhorns” from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading Log ● Main Idea Handout ● “Settling In” Summary Handout ● Accountable Talk ● Teacher Talk Moves ● 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.2a: <ul style="list-style-type: none"> ● Pictures, objects or tactile representations to illustrate the topic, events or details ● Sentence strips that reflect supporting details about the topic ● Videos or story boards/cards of the story for visual supports ● Technology (e.g., interactive whiteboard, informational texts read by the computer that

		<p>highlights text)</p> <ul style="list-style-type: none"> • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Dichotomous questions that allow for making a choice of correct versus incorrect
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Section Overview		
Section Number	5	Modified Section Overview
Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>Students write a four paragraph essay in response to the question: “How does the image from <i>The Arrival</i> help convey the immigrant experience seen in <i>Shutting Out the Sky</i>?”</p> <p>Culminating task connections: Students demonstrate their understanding how hard it must have been for the immigrants to leave their loved ones behind.</p> <p>Students also demonstrate their ability to form an essay, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p>	<p>Students write or dictate a 2-3 paragraph essay in response to the question: “How does the image from <i>The Arrival</i> help bring out the immigrant experience seen in <i>Shutting Out the Sky</i>?”</p> <p>Culminating task connections: Students discuss how hard it must have been for the immigrants to leave their loved ones behind.</p> <p>Students show their ability to form a product that integrates quotations and use conventions to produce clear writing. This prepares students to write a permanent product.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> How well does the student analyze the connection between the text in <i>Shutting Out the Sky</i> by Deborah Hopkinson and the images in <i>The Arrival</i> from Shawn Tan? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? How well does the student analyze relationships among the details of a text and how they develop ideas? 	<ul style="list-style-type: none"> How well does the student give a reason immigrants performed the lower level jobs? How well does the student provide relevant evidence and reasoning to support their claim? <ul style="list-style-type: none"> during the whole group discussion? How well does the student provide details from the video during a discussion? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student include quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? How well does the student view relationships among the details of a text and how they develop ideas? 	
Section Length	4 lessons	4 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> Support for Foundational Skills Support for Reading Fluency <ul style="list-style-type: none"> Fluency Task <p>practice reading aloud words and phrases</p> <p>“The Rich Lady Over the Sea” by Anonymous“</p>	<p>During the Section:</p> <ul style="list-style-type: none"> Support for Language <ul style="list-style-type: none"> Protocol for Explicitly Teaching Vocabulary Protocol for Teaching with Mentor Sentences 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of Shutting Out the Sky Louisiana Connectors Essential Elements Cards - Grade 3-5 Literature Essential Elements Cards - Grade 3-5 Informational Student Response Modes - ELA IEP Goals Assistive Technology English Language Arts Guidebook Reading Support Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)

	<ul style="list-style-type: none"> ■ Mentor Sentence Language Task ● Support for Meaning Additional text-dependent questions for Lesson 14 	<ul style="list-style-type: none"> ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 14: Everyone Worked On	Modified Lesson Overview
Description	<p>In this lesson, students in pairs will read “Everyone Worked On” from <i>Shutting Out the Sky</i>” by Deborah Hopkinson and practice engaging in a discussion about the text using the “Say Something” strategy. Students will also learn about some of the jobs immigrants performed..</p>	<p>In this lesson, students in pairs will read “Everyone Worked On” from <i>Shutting Out the Sky</i>” and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2). ● Use context to determine the meaning of unknown or multiple meaning words (LC.L.5.4a).
Let’s Express Our Understanding	<p>In your reading log,</p> <ul style="list-style-type: none"> ● Describe some of the jobs available to immigrants. ● Explain why these jobs were difficult or challenging. 	<p>With assistance as needed, in your reading log,</p> <ul style="list-style-type: none"> ● Describe one of the jobs available to immigrants. ● Explain why this job was difficult or challenging.

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain some of the reasons immigrants performed the lower level jobs? • Can students provide relevant evidence and reasoning to support their claim during the whole group discussion? 		<ul style="list-style-type: none"> • Can the student give a reason immigrants performed the lower level jobs? • Can the student provide relevant evidence and reasoning to support their claim? <ul style="list-style-type: none"> ○ during whole group discussion?
Text(s)	“Everyone Worked On” from <i>Shutting Out the Sky</i> by Deborah Hopkinson		“Everyone Worked On” from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	Lesson Materials: <ul style="list-style-type: none"> • Reading Log • Accountable Talk • Paired/Partner Reading • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation Stems • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 05 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 3-5 Informational LC.RI.5.2a: <ul style="list-style-type: none"> • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic • Videos or story boards/cards of the story for visual supports

		<ul style="list-style-type: none"> • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Dichotomous questions that allow for making a choice of correct versus incorrect
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Lesson Overview		
Lesson Number	Lesson 15: Discussing the Meaning of the Title	Modified Lesson Overview
Description	In this lesson, students will reread the chapter “Everyone Worked On” with your partner to find evidence of how this chapter supports the title, <i>Shutting Out the Sky</i> . Students also prepare to write by participating in a small-group and whole-class discussion about the title <i>Shutting Out the Sky</i> .	In this lesson, with a partner, the student will reread the chapter “Everyone Worked On” from <i>Shutting Out the Sky</i> and, as needed, an adapted version . <ul style="list-style-type: none"> • Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). • Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (LC.RI.5.3a).
Let’s Express Our Understanding	In your reading log, write a paragraph explaining the main idea of this chapter and how the title "Shutting Out the Sky" is related to the main idea.	With assistance as needed, in your reading log, write or dictate 4 sentences explaining the main idea of this chapter and how the title "Shutting Out the Sky" is related to the main idea.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students organize their ideas to formulate a well written paragraph explaining the main idea of “Everyone Worked On”? 	<ul style="list-style-type: none"> • Can the student create 4 sentences explaining the main idea of “Everyone Worked On”?

	<ul style="list-style-type: none"> ● Sentence one: Explain what the main idea of “Everyone Worked On” is. ● Sentence two: Explain how this chapter’s information relates to the name of the book <i>Shutting Out the Sky</i>. ● Sentence three: Provide a quotation that shows how this chapter relates to the title of the book. ● Sentence four: Explain how the quotation relates to the meaning of the title of the book. <ul style="list-style-type: none"> ● Can students provide evidence such as details and examples from the video during a discussion? 	<ul style="list-style-type: none"> ● Sentence one: Explain what the main idea of “Everyone Worked On” is. ● Sentence two: Explain how this chapter’s information relates to the name of the book <i>Shutting Out the Sky</i>. ● Sentence three: Provide a quotation that shows how this chapter relates to the title of the book. ● Sentence four: Explain how the quotation relates to the meaning of the title of the book. <ul style="list-style-type: none"> ● Can the student provide details from the video during a discussion? ● Can the student provide examples from the video during a discussion? 	
Text(s)	“Everyone Worked On” from <i>Shutting Out the Sky</i> by Deborah Hopkinson	“Everyone Worked On” from <i>Shutting Out the Sky</i> by Deborah Hopkinson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Title and Main Idea handout blank and sample student response completed ● Accountable Talk ● Text Talk Time ● Paired/Partner Reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Evidence Sentence Starters ● Engage in shared writing 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide -Section 05 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	<ul style="list-style-type: none"> • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	<p>essential for student understanding of key concepts</p> <ul style="list-style-type: none"> • Essential Elements Cards - Grade 3-5 Informational LC.RI.5.3a: <ul style="list-style-type: none"> • Various informational Texts supported by illustrations as needed • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same content with the same key events or details • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
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Lesson Overview		
Lesson Number	Lesson 16: Comparing Text Structure	Modified Lesson Overview
Description	In this lesson, students will analyze images from <i>The Arrival</i> from Shawn Tan and <i>The Arrival</i> to the text <i>Shutting Out the Sky</i> to learn how images can contribute to the meaning and beauty of a text. While observing the images, students will record the thoughts and feels they experience. Also, students will engage in	In this lesson, with assistance as needed, the student will analyze images from <i>The Arrival</i> from Shawn Tan and <i>The Arrival</i> to the text <i>Shutting Out the Sky</i> and, as needed, an adapted version .

	<p>small group discussion to compare and contrast the structure of the two texts about immigration.</p>	<ul style="list-style-type: none"> Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (LC.RL.5.7). 	
Let's Express Our Understanding	<p>In your reading log, respond to the following prompt:</p> <ul style="list-style-type: none"> How do the images from <i>The Arrival</i> show an immigrant experience similar to the one in <i>Shutting Out the Sky</i>? How is each author's point of view represented in their text? <p>Students will use the information from their H-chart handout to help compare the texts and the point of view.</p>	<p>With assistance as needed, in your reading log, respond to the following prompt:</p> <ul style="list-style-type: none"> Do the images from <i>The Arrival</i> show an immigrant experience similar to the one in <i>Shutting Out the Sky</i>? If so, how? How is Shawn Tan's point of view represented in the text? How is Deborah Hopkinson's point of view represented in the text? <p>Students will use the information from their H-chart handout to help compare the texts and the point of view.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the emotions or thoughts they experience when viewing the images? Can students provide evidence such as details and examples from the video during a discussion? 	<ul style="list-style-type: none"> Can the student discuss the feelings they experience when viewing the images? Can the student provide details from the video during a discussion? Can the student provide examples from the video during a discussion? 	
Text(s)	<ul style="list-style-type: none"> <i>The Arrival</i> from Shawn Tan and (video) <i>The Arrival</i> to the text <i>Shutting Out the Sky</i> 	<ul style="list-style-type: none"> <i>The Arrival</i> from Shawn Tan and (video) <i>The Arrival</i> to the text <i>Shutting Out the Sky</i> 	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading Log 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p>

- The images from the arrival handout
- The H-chart handout
- A video of *The Arrival* is located at <https://vimeo.com/74292820>.
- Accountable Talk

- Conversation stems tool
- Engage in shared writing
- Model using student examples or mentor texts
- Revise a portion of writing together focused on a specific skill
- Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Diverse Learners Guide - Section 05 of Grade 05 *Shutting Out the Sky* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational](#)
- Essential Elements Cards - [Grade 3-5 Literature LC.RL.5.7](#):
 - Read aloud texts that contain supportive illustrations
 - Interactive white board
 - Content delivered using multi-media (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

		<p>that supports the key details</p> <ul style="list-style-type: none"> • 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
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Lesson Overview		
Lesson Number	Lesson 17: Writing an Explanatory Essay	Modified Lesson Overview
Description	<p>In this lesson, students will select an image, or series of images, from <i>The Arrival</i>. Then choose quotations or details from <i>Shutting Out The Sky</i> that supported the illustration. Next, tell how the illustration contributed to the understanding of the text. Record their thinking on the evidence chart. Students will also write an explanatory essay to convey their ideas.</p>	<p>In this lesson, with assistance as needed, the student will write or dictate an explanatory paragraph to convey the following ideas:</p> <ol style="list-style-type: none"> 1. select an image from <i>The Arrival</i> 2. choose a quote from <i>Shutting Out The Sky</i> that supports the illustration 3. tell how the illustration adds to the understanding of the text. 4. record their thinking on the evidence chart

			<ul style="list-style-type: none"> ● Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic (LC.W.5.2a). ● Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (LC.RL.5.7).
Let's Express Our Understanding	<p>Students with a partner will make revisions to their rough draft..</p> <ul style="list-style-type: none"> ● Read silently to a partner ● Check their work against the requirements ● Add, remove and rearrange sentences ● Revise sentences structures ● Replace general words with more specific ones. 	<p>Students with a partner will make revisions to their rough draft..</p> <ul style="list-style-type: none"> ● Read with a partner ● Check their work against the requirements ● Add, remove and rearrange sentences ● Revise sentences structures ● Replace general words with more specific ones. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students organize a well-written four paragraph explanatory essay? ● Can students provide evidence such as details and examples from the discussion? 	<ul style="list-style-type: none"> ● Can the student organize a well-written explanatory paragraph? ● Can the student provide details from the discussion? ● Can the student provide examples from the discussion? 	
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson		<i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans

- The Arrival for your small group
- The evidence chart handout
- H-chart handout
- Accountable Talk

- Conversation stems tool
- A video of *The Arrival* is located at <https://vimeo.com/74292820>.
- Transition sentence starters
- Evidence sentence starters
- Engage in shared writing
- Model using student examples or mentor texts
- Revise a portion of writing together focused on a specific skill
- Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept.

- [Student Response Modes](#)
- Diverse Learners Guide - Section 05 of Grade 05 *Shutting Out the Sky* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Literature LC.RL.5.1b](#):
 - Read aloud texts
 - Paper and crayons
 - Interactive white board
 - Content delivered using multi-media (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

		<p>supports</p> <ul style="list-style-type: none"> • 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
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Section Overview		
Section Number	6	Section Optional
Description	<i>Shutting Out the Sky</i>	
Assessment	Write a paragraph to demonstrate understanding of how the character's experiences in the garden are similar and different. Students must follow the organizational frame for the response:	

	<ul style="list-style-type: none"> ● Sentence 1: Introduce the two characters and explain how their experiences are similar and different.. ● Sentences 2: Select evidence from the text that proves the characters’ experiences are similar. ● Sentences 3: Select evidence from the text that proves the characters’ experiences are different. ● Sentence 4: Reasoning sentence. (explain how the evidence supports the claim) <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Seedfolks</i> by Paul Fleischman. This prepares students to analyze how characters impacts the development of each other.></p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a compare and contrast essay.</p> <p>Reading/Knowledge Look Fors</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between characters in <i>Seedfolks</i>? ● How well does the student analyze how the garden impacts the lives of the characters in <i>Seedfolks</i>? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student link ideas within and across categories of information using words, phrases such as <i>in contrast</i>, and <i>especially</i>? 	
Section Length	4 lessons	4 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Shutting Out the Sky ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature ● Essential Elements Cards - Grade 3-5 Informational 	

		<ul style="list-style-type: none"> ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 18: Analyzing Character Voice in <i>Seedfolks</i>	Lesson is Optional
Description	In this lesson, students will analyze excerpts from <i>Seedfolks</i> by Paul Fleischman, to engage in a whole group discussion about how characters' voices and point of view are developed. As well as, how characters influence the way events are described and create summaries for each character.	

Let's Express Our Understanding	<p>Independently complete the “Understanding Character’s Points of View from <i>Seedfolks</i>” for “Wendell” and “Gonzalo” by responding to the following column titles:</p> <ul style="list-style-type: none"> • Chapter title • Summary of the Character’s Story and Description of Voice • Reference to Other Characters and Interactions in the Text <p>Be sure to record how the different “voices” of each character are developed.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain each character’s (Kim, Ana, Wendell and Gonzalo) voice ”? • Can students provide evidence such as details and examples from text during a whole group discussion? 		
Text(s)	<i>Seedfolks</i> by Paul Fleischman		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • The Character Analysis chart handout • The development of character voice handout • Accountable Talk • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • An audio recording of <i>Seedfolks</i> is available at https://www.amazon.com/Seedfolks/dp/B000OX8HVG. 	

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 19: Analyzing Characters Voice in <i>Seedfolks</i>	Lesson is Optional
Description	In this lesson, students will read the excerpts, “Leona”, “Sam” and “Virgil” from <i>Seedfolks</i> by Paul Fleischman to describe the characters and how their point of view influenced the events that they describe. Students will also work with a partner to complete the character voice chart for prior mentioned characters , as well as, use details from the text to compare characters and their interactions.	
Let’s Express Our Understanding	<p>Students will select two characters they have read about and utilize H-chart to compare and contrast their experience in the garden. Then write a paragraph to demonstrate understanding of how the character’s experience in the garden are similarities and differences. Here is an organizational frame for the response;</p> <ul style="list-style-type: none"> ● Sentence 1: Introduce the two characters. ● Sentences 2: Explain how the characters’ experiences are similar. ● Sentences 3: Explain how the characters’ experiences are different. ● Sentence 4: Closing sentence. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how each character has interacted with one another? ● Can students organize a compare and contrast paragraph and provide details to support it? 	

Text(s)	<i>Seedfolks</i> by Paul Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • The character analysis chart handout • The development of character voice handout • Accountable Talk • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • An audio recording of <i>Seedfolks</i> is available at https://www.amazon.com/Seedfolks/dp/B0000X8HVG.

Lesson Overview		
Lesson Number	Lesson 20: Preparing for a Fishbowl Discussion	Lesson is Optional
Description	In this lesson, students will listen to the final two excerpts from <i>Seedfolks</i> . Students will also listen to a read aloud or audio recording “Both Community and Garden Grow in <i>Seedfolks</i> .” and work with a partner to complete the character voice chart for “Amir” and “Florence.” Then students will work together to prepare for a fishbowl discussion by answering questions about <i>Seedfolks</i> and <i>Shutting Out the Sky</i> .	
Let’s Express Our Understanding	<p>Student will complete the preparing a for a fishbowl discussion organizer handout by responding the following questions:</p> <ul style="list-style-type: none"> • What theme about community is Fleischman trying to convey in <i>Seedfolks</i>? 	

	<ul style="list-style-type: none"> • How is the experience of the immigrants in <i>Seedfolks</i> similar to the immigrants in <i>Shutting Out the Sky</i>? • How do the characters in <i>Seedfolks</i> and the people in <i>Shutting Out the Sky</i> hold onto their own culture while molding into a community? 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the immigrants' experiences in <i>Seedfolks</i> are similar to those in <i>Shutting Out the Sky</i>? • Can students quote accurately relevant evidence from the text. 	
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson and <i>Seedfolks</i> by Paul Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log • Character Voice Handout • Character Analysis Handout • Preparing for a Fishbowl Discussion Organizer Handout • Teacher Talk Moves • Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • An audio recording of <i>Seedfolks</i> is available at https://www.amazon.com/Seedfolks/dp/B000OX8HVG. • Conversation stems tool

Lesson Overview

Lesson Number	Lesson 21: Fishbowl Discussion		Lesson is Optional
Description	<p>In this lesson, students will use their completed handouts to participate in a fishbowl discussion about the communities and immigrant experience in <i>Seedfolks</i> and <i>Shutting out the Sky</i>. Also students will clearly express their ideas and ask questions to elaborate on the discussion.</p>		
Let's Express Our Understanding	<p>Students will arrange themselves in two distinct circles (one inner and one outer). Students will utilize the questions from the preparing for a fishbowl discussion organizer handout during the fishbowl discussion</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students demonstrate their understanding of the theme about the community Fleischman is trying to convey in <i>Seedfolks</i>? ● Can students accurately quote relevant evidence from the text to support their stance in a discussion? 		
Text(s)	<p><i>Shutting Out the Sky</i> by Deborah Hopkinson and <i>Seedfolks</i> by Paul Fleischman</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Your completed character analysis chart ● Your planning for a fishbowl discussion organizer handout ● The fishbowl directions handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Transitions sentence starters ● Evidence sentence starters 	

- Student-Led Discussion
- Accountable Talk
- Discussion Tracker

Section Overview

Section Overview		
Section Number	7	Modified Section Overview
Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>Students write a response to the question: “How does the author convey the idea that getting an education was important for immigrants? Use evidence from “A New Language, A New Life” from <i>Shutting Out the Sky</i></p> <p>Culminating task connections: Students build their understanding of the meaning of the title <i>Shutting Out the Sky</i> in this chapter. This prepares students to analyze why an immigrant getting an education was the best chance they had to reach their goal of a better life.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p>	<p>Students write or dictate a response to the question: “How does the author carry the idea that getting an education was important for immigrants? Use evidence from “A New Language, A New Life” from <i>Shutting Out the Sky</i></p> <p>Culminating task connections: Students build their understanding of the meaning of the title “<i>Shutting Out the Sky</i>” in this chapter. This prepares students to explore why an immigrant getting an education was the best chance they had to reach their goal of a better life.</p> <p>Students also show their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing or dictation. This prepares students to write a permanent product.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> • How well does the student understand how this chapter helps develop the meaning of the title <i>Shutting Out the Sky</i>? • How well does the student analyze how Maurice’s interactions with his co-workers help him learn English? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	<ul style="list-style-type: none"> • How well does the student understand how this chapter helps develop the meaning of the title “<i>Shutting Out the Sky</i>”? • How well does the student explain why it was so important for immigrants to get an education? • How well does the student describe and explain how Maurice’s interactions with his co-workers help him learn English? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and/or explanations? • How well does the student locate and describe relationships among the details of a text and how they develop ideas? • How well does the student accurately quote evidence such as details and examples from the text to support a claim?
Section Length	3 lessons	2 lessons, 1 lesson optional
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Shutting Out the Sky</i> • Louisiana Connectors • Essential Elements Cards - Grade 3-5 Informational • Student Response Modes - ELA

		<ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 22: Summarizing “A New Language, A New Life”	Modified Lesson Overview
Description	<p>In this lesson, students will analyze “A New Language, A New Life” from <i>Shutting Out the Sky</i> with a partner to identify the main ideas, supporting details and summarize the text. Also students will utilize the skill of context clues to determine the meaning of unfamiliar words in the text.</p>	<p>In this lesson, with assistance as needed, students will analyze “A New Language, A New Life” from <i>Shutting Out the Sky</i> and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a). ● Quote accurately from a text to support inferences (LC.RI.5.1b).

Let's Express Our Understanding	<p>Independently, write a summary of “A New Language, A New Life”, from <i>Shutting Out the Sky</i> at the bottom of the Cornell notes handout. Write the steps to writing a summary on the board or chart paper.</p> <ul style="list-style-type: none"> ● Step 1 is to Identify the main topic of the text. ● Step 2 is to identify the main idea of the text. ● Step 3 is to identify important details from the text ● Step 4 is to use the main idea and important details that we identified to summarize the text. 		<p>With assistance as needed, write a summary of “A New Language, A New Life”, from <i>Shutting Out the Sky</i> at the bottom of the Cornell notes handout.</p> <p>Write the steps to writing a summary on the board or chart paper.</p> <ul style="list-style-type: none"> ● Step 1 is to Identify the main topic of the text. ● Step 2 is to identify the main idea of the text. ● Step 3 is to identify important details from the text ● Step 4 is to use the main idea and important details that we identified to summarize the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why it was so important for immigrants to get an education? ● Can students accurately quote evidence such as details and examples from the text to support a claim? 		<ul style="list-style-type: none"> ● Can the student discuss why it was so important for immigrants to get an education? ● Can the student quote evidence such as details from the text to support a claim? ● Can the student quote evidence such as examples from the text to support a claim?
Text(s)	“A New Language, A New Life” from <i>Shutting Out the Sky</i> by Deborah Hopkinson		“A New Language, A New Life” from <i>Shutting Out the Sky</i> by Deborah Hopkinson
Materials	<p>Lesson Materials</p> <ul style="list-style-type: none"> ● Reading Log ● The Cornell notes handout ● Paired/Partner Reading ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Engage in shared writing 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 05 <i>Shutting Out the Sky</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key

- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

- concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
 - Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.2a](#):
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Sentence strips that reflect supporting details about the topic
 - Videos or story boards/cards of the story for visual supports
 - Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same story with the same key events or details

Lesson Overview

Lesson Number

Lesson 23: How do Details Support the Title and the Main Idea?

Modified Lesson Overview

Description	<p>In this lesson, students will reread “A New Language, A New Life” and quote accurately from the text to explain immigrants’ experience in getting an education. Also students will add to their title and main idea graphic organizer handout. Students in whole group discussion will share their ideas about how this chapter supports the title and the main idea.</p>	<p>In this lesson, students will reread “A New Language, A New Life” from <i>Shutting Out the Sky</i> and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a).
Let’s Express Our Understanding	<p>In a jigsaw group, students will respond to the assigned questions from the Post: Reading Questions</p> <ul style="list-style-type: none"> ● According to the text, how did Maurice’s interactions with his co-workers help him learn English? ● How does the author convey the idea that getting an education was important for immigrants? ● What does Leonard’s father mean when he says, “Go to school even if it kills you.”? Why does Leonard’s father feel this way? 	<p>In a jigsaw group, the student will respond to 1 of the following questions from the Post: Reading Questions</p> <ul style="list-style-type: none"> ● How did Maurice’s interactions with his co-workers help him learn English? ● How does the author show that getting an education was important for immigrants? ● What does Leonard’s father mean when he says, “Go to school even if it kills you.”? Why does Leonard’s father feel this way?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how this chapter helps us understand the title <i>Shutting Out the Sky</i>? ● Can students quote accurately relevant evidence such as details and examples from the text to support their claim? 	<ul style="list-style-type: none"> ● Can the student understand how this chapter helps us understand the title <i>Shutting Out the Sky</i>? ● Can the student quote evidence such as details from the text to support a claim? ● Can the student quote evidence such as examples from the text to support a claim?
Text(s)	<p>“A New Language, A New Life” from <i>Shutting Out the Sky</i> by Deborah Hopkinson</p>	<p>“A New Language, A New Life” from <i>Shutting Out the Sky</i> by Deborah Hopkinson</p>

Materials

Lesson Materials:

- Your title and main idea handout
- The post-reading questions handout
- Sticky notes
- Accountable Talk
- Pair/Partner Reading
- Teacher Talk Moves

Possible Supports During the Lesson:

- Conversation stems tool
- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

Additional Supports for SWSCDs:

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Diverse Learners Guide - Section 07 of Grade 05 *Shutting Out the Sky* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.1a](#):
 - Graphic Organizers
 - Various informational Texts
 - Interactive White Board
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same story with the same key events or details
 - Pictures, objects or tactile representations to illustrate the topic, events or details

- Highlighted text

Lesson Overview

Lesson Number	Lesson 24: <i>Coming to America: The Story of Immigration</i>		Lesson is Optional
Description	In this lesson, students will compare images from <i>Coming to America: The Story of Immigration and Shutting Out the Sky</i> By Deborah Hopkinson on the same topic and analyze the similarities and differences. Students will in whole group discuss how images can help reveal the author's point of view.		
Let's Express Our Understanding	<p>In your reading log, respond:</p> <ul style="list-style-type: none"> • How do the images reveal each author's point of view? Provide evidence and details from both texts to support your response. • Student exemplar response: 		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the connections between the images in both texts? • Can students provide evidence such as details and examples from the video during a discussion? 		
Text(s)	<i>Coming to America: The Story of Immigration and Shutting Out the Sky</i> By Deborah Hopkinson		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading Log 	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"> • The Image Comparison Chart handout • Sticky Notes • Accountable Talk • Teacher Talk Moves 	<ul style="list-style-type: none"> • Conversation stems tool • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	
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Section Overview		
Section Number	8	Modified Section Overview
Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>Students write an opinion essay to state an opinion on whether or not the selected immigrant made the correct decision by leaving his or her homeland and coming to America in the 19th century. The essay should include:</p> <ul style="list-style-type: none"> • Include a topic sentence and opinion 	<p>Students write or dictate an opinion product to state an opinion on whether or not the selected immigrant made the correct decision by leaving his or her homeland and coming to America in the 19th century. The product should include:</p> <ul style="list-style-type: none"> • Include a topic sentence and opinion

- 3 reasons and evidence to support opinion
- maintain a formal style and use grade-appropriate grammar and language

Culminating task connections:

Students demonstrate their understanding of an immigrant’s motivation for immigrating to America in the 19th century and the struggles he or she endured to have a better life. This prepares students to analyze how hard work and determination played a vital role in the development of the immigrants' success.

Students also demonstrate their ability to develop an opinion, integrate quotations, 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 interactions and relationship between the immigrants and their environment?
- How well does the student explain the details of the selected immigrant’s life before and after arriving in America to support their opinion ?

Writing/ELA Skill Look Fors:

- How well does the student integrate quotations while maintaining the flow of ideas to support their opinion?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

- A reason and evidence to support opinion
- maintain a formal style and use grade-appropriate grammar and language

Culminating task connections:

Students describe and explain an immigrant’s motivation for immigrating to America in the 19th century and the struggles he or she endured to have a better life. This prepares students to describe how hard work and determination played a vital role in the development of the immigrants' success.

Students also show their ability to develop an opinion, integrate quotations, and use conventions to produce clear writing or dictation. This prepares students to write a permanent product.

Reading/Knowledge Look Fors:

- How well does the student describe the interactions and relationship between the immigrants and their environment?
- How well does the student describe the details of the selected immigrant’s life before and/or after arriving in America to support their opinion?

Writing/ELA Skill Look Fors:

- How well does the student include quotations while maintaining the flow of ideas to support their opinion?

		<ul style="list-style-type: none"> ● How well does the student describe relationships among the details of a text and how they develop ideas?
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Shutting Out the Sky ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Literature ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details) ● Think Pair Share ● Stand Where I Stand
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 25: Looking to the Future: Will It Ever Be Different?	Modified Lesson Overview
Description	In this lesson, students read “Looking to the Future: Will It Ever Be Different?” from <i>Shutting Out the Sky</i> by Deborah Hopkinson to learn how the immigrants in the book were able to break the cycle of poverty by getting an education. Also, students will summarize the chapter and make connections that support the title.	In this lesson, the student reads or is read to “Looking to the Future: Will It Ever Be Different?” from <i>Shutting Out the Sky</i> and, as needed, an adapted version . <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Summarize the text or a portion of the text read, read aloud, or presented in diverse media (LC.RI.5.2b). ● Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (LC.RI.5.3a).
Let’s Express Our Understanding	Students will complete the row for “Looking to the Future” on their title and main idea graphic organizer handout.	With assistance as needed, the student will complete the row for “Looking to the Future” on their title and main idea graphic organizer handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how this chapter connects to the meaning of the title <i>Shutting Out the Sky</i>? ● Can students provide evidence such as details and examples from the video during a discussion? 	<ul style="list-style-type: none"> ● Can the student discuss how this chapter connects to the meaning of the title <i>Shutting Out the Sky</i>? ● Can the student locate evidence such as details from the video during a discussion? ● Can the student locate evidence such as examples from the video during a discussion?
Text(s)	“Looking to the Future: Will It Ever Be Different?” from <i>Shutting Out the Sky</i> by Deborah Hopkinson	“Looking to the Future: Will It Ever Be Different?” from <i>Shutting Out the Sky</i> by Deborah Hopkinson

Materials

Lesson Materials:

- A “Looking to the Future” summary template handout
- Your title and main idea handout
- Sticky notes
- Teacher Talk Moves

Possible Supports During the Lesson:

- Conversation stems tool
- Paired Reading
- Choral Reading
- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept

Additional Supports for SWSCDs:

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Diverse Learners Guide - Section 08 of Grade 05 *Shutting Out the Sky*- Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.3a](#):
 - Various informational Texts supported by illustrations as needed
 - Interactive White Board
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same content with the same key events or details
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

Lesson Overview		
Lesson Number	Lesson 26: Integrating Information	Modified Lesson Overview
Description	In this lesson, students read “I Thought I Heard My Mother” by Rose Romano and reread “Looking to the Future: Will It Ever Be the Same?” from <i>Shutting Out the Sky</i> to conduct a class discussion integrating information from both texts. Also, students will summarize the poem “I Thought I Heard My Mother” by Rose Romano.	In this lesson, students read or are read to “I Thought I Heard My Mother” by Rose Romano and reread or re read to “Looking to the Future: Will It Ever Be the Same?” from <i>Shutting Out the Sky</i> and, as needed, an adapted version . <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.5.10a). ● Integrate information on a topic from multiple sources to answer a question or support a focus or opinion (LC.RI.5.9b). ● Summarize a text from beginning to end in a few sentences (LC.RL.5.2b).
Let’s Express Our Understanding	Summarize the poem. In your summary, include: <ul style="list-style-type: none"> ● the mother’s purpose for moving her son to the new land ● how the son has changed because of the move ● the mother’s feelings Be sure to use examples from the text to support your response.	With assistance as needed, summarize the poem using examples from the text to support your response. In your summary, include: <ul style="list-style-type: none"> ● the mother’s purpose for moving her son to the new land ● how the son has changed because of the move ● the mother’s feelings
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the mother’s point of view influences the poem? ● Can students provide relevant evidence such as details and examples from the poem? 	<ul style="list-style-type: none"> ● Can the student determine how the mother’s point of view makes an impact on the poem? ● Can the student locate relevant evidence such as details from the poem?

			<ul style="list-style-type: none"> • Can the student locate relevant evidence such as examples from the poem?
Text(s)	<p>“I Thought I Heard My Mother” by Rose Romano and “Looking to the Future: Will It Ever Be the Same?” from <i>Shutting Out the Sky</i> by Deborah Hopkinson</p>		<p>“I Thought I Heard My Mother” by Rose Romano and “Looking to the Future: Will It Ever Be the Same?” from <i>Shutting Out the Sky</i> by Deborah Hopkinson</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Accountable talk • Paired/partner reading • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • Partner Reading/ Choral Reading • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide -Section 08 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 3-5 Informational • Essential Elements Cards - Grade 3-5 Literature LC.RL.5.2b: • Story map graphic organizer • Blank storyboards • Pre-drawn storyboard to use for sorting • Picture representations describing the possible details of the specific story • Cloze notes with picture supports for text and

		<p>students input</p> <ul style="list-style-type: none"> • Highlighted text • Simplified text options • Errorless learning techniques • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 27: Examining Decisions and Presenting	Modified Lesson Overview
Description	In this lesson, students will work in small groups to examine the experiences of the immigrants in <i>Shutting Out the Sky</i> and their decision to move to America. Also, the students will practice presenting to the class while speaking clearly at an understandable pace.	<p>In this lesson, students will work in small groups.</p> <ul style="list-style-type: none"> • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (LC.RI.5.3b). • Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details (LC.SL.5.4a).
Let's Express Our Understanding	Students in a small group will respond on a poster to following questions about their chosen profiled immigrant and present their findings to the classmates.	Students in a small group will respond on a poster to the following questions about their chosen profiled immigrant and present their findings to the classmates.

	<ul style="list-style-type: none"> ● Why did (name of immigrant) move to America? ● What were some of the struggles that the immigrant faced? ● Describe the accomplishments of the immigrant. ● Did the immigrant make the right decision moving to the new land? 	<ul style="list-style-type: none"> ● Why did (name of immigrant) move to America? ● What were some of the struggles that the immigrant faced? ● Describe the accomplishments of the immigrant. ● Did the immigrant make the right decision moving to the new land? 	
Lesson Look-Fors	<p>Can students explain the accomplishments of their assigned profiled immigrant?</p> <p>Can students quote accurately from the text to support their stance on a topic?</p>	<p>Can the student locate the accomplishments of their assigned profiled immigrant?</p> <p>Can the student make an accurate stance on a topic?</p> <p>Can the student quote from the text to support their stance?</p>	
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson	<i>Shutting Out the Sky</i> by Deborah Hopkinson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Your voices in this book handout from lesson 4 ● Poster/ chart paper ● Markers 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Transitions sentence starters ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 08 of Grade 05 <i>Shutting Out the Sky</i>- Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.3b: ● Various informational Texts supported by

		<p>illustrations as needed</p> <ul style="list-style-type: none"> • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same content with the same key events or details • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
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Lesson Overview		
Lesson Number	Lesson 28: Writing an Opinion Essay	Modified Lesson Overview
Description	In this lesson, students selected an immigrant and formed an opinion about their decision to immigrate to America. Students will also organize their thinking by completing a prewriting activity. For homework, students will write the first draft of their opinion essay.	<p>In this lesson, the student selects an immigrant and forms an opinion about their decision to immigrate to America. With assistance as needed, the student will write the first draft of their opinion paragraph.</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a). • Produce an opinion piece which has an introduction that states an opinion and has an organizational

		structure in which ideas are logically grouped to support the writer's opinion (LC.W.5.1a).	
Let's Express Our Understanding	<p>Students will complete the <i>Shutting Out the Sky</i> Opinion Prewriting Chart:</p> <ul style="list-style-type: none"> ● Opinion on selected immigrants decision (Topic sentence) ● Reason One <ul style="list-style-type: none"> ■ Page number, Quote and Explanation of how quote support opinion ● Reason Two <ul style="list-style-type: none"> ■ Page number, Quote and Explanation of how quote support opinion ● Reason Three <ul style="list-style-type: none"> ■ Page number, Quote and Explanation of how quote support opinion ● Conclusion 	<p>With assistance as needed, the student will complete the <i>Shutting Out the Sky</i> Opinion Prewriting Chart:</p> <ul style="list-style-type: none"> ● Opinion on selected immigrants decision (Topic sentence) ● Reason <ul style="list-style-type: none"> ■ Page number, Quote and Explanation of how quote support opinion ● Conclusion 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why the selected immigrant decided to leave their homeland to come to America in the 19th century? ● Can students explain the parts of an opinion essay? 	<ul style="list-style-type: none"> ● Can the student state why the selected immigrant decided to leave their homeland to come to America in the 19th century? ● Can the student define what an opinion essay is? ● Can the student explain the parts of an opinion essay? 	
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson	<i>Shutting Out the Sky</i> by Deborah Hopkinson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The opinion prewriting chart handout 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans

- The student practice sheet handout
- Teacher Talk Moves
- Write Along Lesson Video

- Conversation stems tool

- Student Response Modes
- Diverse Learners Guide - Section 08 of Grade 05 *Shutting Out the Sky* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.1a](#):
 - Graphic Organizers
 - Various informational Texts
 - Interactive White Board
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same story with the same key events or details
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Highlighted text

Lesson Overview		
Lesson Number	Lesson 29: Writing an Opinion Essay	Modified Lesson Overview
Description	In this lesson, students will work with a partner to review their rough draft. Students will utilize editing marks to check for mistakes to their rough draft. Then students will type their final draft on the computer.	<p>In this lesson, students will work with a partner to review their rough draft.</p> <ul style="list-style-type: none"> ● Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a). ● With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling) (LC.W.5.5b). ● Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing)(LC.W.5.6).
Let's Express Our Understanding	Students will type their final drafts; which includes being aware of spacing, maintaining consistent font size and line spacing and indentation of each new paragraph.	<p>With assistance as needed, students will type their final drafts.</p> <ul style="list-style-type: none"> ● be aware of spacing ● maintain consistent font size ● maintain consistent line spacing ● indent each new paragraph.
Lesson Look-Fors	<p>Can students identify irrelevant reasoning for a given opinion?</p> <p>Can students provide evidence such as details and examples from text to support the opinion?</p>	<p>Can the student determine which reasons are irrelevant?</p> <p>Can the student match irrelevant reasoning to a given opinion?</p>

		<p>Can the student provide evidence such as details from text to support the opinion?</p> <p>Can the student provide evidence such as examples from text to support the opinion?</p>
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Completed opinion prewriting chart handout • Completed rough draft of opinion essay • Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool • Engage in shared writing • Model using student examples or mentor texts • Revise a portion of writing together focused on a specific skill • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 08 of Grade 05 <i>Shutting Out the Sky</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 3-5 Informational LC.RI.5.1a: <ul style="list-style-type: none"> • Graphic Organizers • Various informational Texts • Interactive White Board • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a

		<p>choice of correct versus incorrect answers</p> <ul style="list-style-type: none"> • Simpler or shorter text of the same story with the same key events or details • Pictures, objects or tactile representations to illustrate the topic, events or details • Highlighted text
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Section Overview		
Section Number	9	Modified Section Overview
Description	Shutting Out the Sky	Original and adapted versions of <i>Shutting Out the Sky</i>
Assessment	<p>In this lesson students will write the final draft of an essay to answer the prompt: What is the meaning of the title <i>Shutting Out the Sky</i>? How does the author introduce two main ideas related to the title and how are those ideas supported by key details in the text? Students should:</p> <p>Introduction (Paragraph 1)</p> <ul style="list-style-type: none"> • Give a brief summary of the book • Write a topic sentence to respond to the prompt. <p>Body Paragraphs (Paragraphs 2 - 3)</p> <ul style="list-style-type: none"> • Identify a main idea 1 of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. 	<p>In this lesson students will write or dictate the final draft of a product to answer the prompt: What is the meaning of the title “<i>Shutting Out the Sky</i>”? How does the author introduce two main ideas related to the title, and how are those ideas supported by key details in the text? Students should:</p> <ul style="list-style-type: none"> • Write a topic sentence to respond to the prompt. • Identify a main idea of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. ○ Explain how this idea is supported by key details in the text.

- Explain how this idea is supported by key details in the text.
- Identify a main idea 2 of the text.
 - Describe how this idea is related to the title of the text.
 - Explain how this idea is supported by key details in the text.

Conclusion (Paragraph 4)

- Restate your introduction
- Summarize your main points

Culminating task connections:

Students demonstrated their understanding of the meaning of the title “Shutting Out the Sky” and how the two main ideas are related by responding to the culminating writing task. Students have already analyzed how hard work and determination played a vital role in the development of the immigrant’s success.

Students also demonstrate their ability to develop an opinion, integrate quotations, and use conventions to produce clear writing.

Reading/Knowledge Look Fors:

How well does the student analyze the interactions and relationships between the immigrants and their environment?
 How well does the student explain the relationship between the main ideas and the title of the text?

Writing/ELA Skill Look Fors:

- Identify a main idea of the text.
 - Describe how this idea is related to the title of the text.
 - Explain how this idea is supported by key details in the text.
- Restate your introduction

Culminating task connections:

Students show their understanding of the meaning of the title “Shutting Out the Sky” and how the two main ideas are related by responding to the culminating writing task. Students have already discovered how hard work and determination played a vital role in the development of the immigrant’s success.

Students also demonstrate their ability to develop an opinion, integrate quotations, and use conventions to produce clear writing or dictation.

Reading/Knowledge Look Fors:

- How well does students locate at least one of the meanings of the title “*Shutting Out the Sky*”?
- How well does students locate evidence such as details and examples from the text to support the claim?
- How well does the student discover the interactions and relationships between the immigrants and their environment?

	<ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	<ul style="list-style-type: none"> • How well does the student explain or describe the relationship between the main ideas and the title of the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student include quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? • How well does the student describe relationships among the details of a text and how they develop ideas?
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Shutting Out the Sky • Louisiana Connectors • Essential Elements Cards - Grade 3-5 Informational • Student Response Modes - ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) • Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

		<ul style="list-style-type: none"> ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The <u>Supports Flow Chart</u> 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.</p>	

Lesson Overview

Lesson Number	Lesson 30: Preparing for Writing	Modified Lesson Overview
Description	<p>In this lesson, students will review the culminating writing task directions and rubric, plan for writing the literary analysis by completing the Culminating Writing Task Prewriting handout and engage in a peer conference to get feedback on the planning before starting to draft.</p>	<p>In this lesson, with assistance as needed, the student will review the culminating writing task directions and rubric.</p> <ul style="list-style-type: none"> ● With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) (LC.W.5.5a). ● Determine the main idea, and identify key details to support the main idea (LC.RI.5.2a).
Let's Express Our Understanding	<p>Complete the Culminating Writing Task Prewriting Handout</p> <ul style="list-style-type: none"> ● Introduction (summary of text and topic sentence) ● Main Idea 1 <ul style="list-style-type: none"> ○ Supporting Detail ○ Supporting Detail ● Main Idea 2 <ul style="list-style-type: none"> ○ Supporting Detail ○ Supporting Detail 	<p>With assistance as needed, complete the Culminating Writing Task Prewriting Handout</p> <ul style="list-style-type: none"> ● Introduction (summary of text and topic sentence) ● Main Idea 1 <ul style="list-style-type: none"> ○ Supporting Detail ● Main Idea 2 <ul style="list-style-type: none"> ○ Supporting Detail

	<ul style="list-style-type: none"> ● Conclusion (restate your topic and review your main ideas) 	<ul style="list-style-type: none"> ● Conclusion (restate your topic and review your main ideas) 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the two meanings of the title “<i>Shutting Out the Sky</i>”? ● Can students provide evidence such as details and examples from the text to support the claim? 	<ul style="list-style-type: none"> ● Can the student recall one of the meanings of the title “<i>Shutting Out the Sky</i>”? ● Can the student recall the two meanings of the title “<i>Shutting Out the Sky</i>”? ● Can the student provide evidence such as details from the text to support the claim? ● Can the student provide evidence such as examples from the text to support the claim? 	
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson	<i>Shutting Out the Sky</i> by Deborah Hopkinson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The culminating writing task directions ● The culminating writing task rubric ● Your title and main idea handout ● The culminating writing task prewriting handout ● Highlighters ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational LC.RI.5.2a: <ul style="list-style-type: none"> ● Pictures, objects or tactile representations to illustrate the topic, events or details ● Sentence strips that reflect supporting details about the topic

		<p>Guide and the WriteAlong lessons to target a skill or concept.</p>	<ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 31: Drafting an Essay	Modified Lesson Overview
Description	<p>In this lesson, students review the structure of the essay and analyze an exemplar. Students demonstrate an understanding of the main ideas and how they are related to the title of <i>“Shutting Out the Sky”</i>. Also, students will draft the informational essay using their culminating writing task prewriting handout.</p>	<p>In this lesson, with assistance as needed, the student will draft an informational paragraph using their culminating writing task prewriting handout.</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly (LC.RI.5.1a). • Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic (LC.W.5.2a).

<p>Let's Express Our Understanding</p>	<p>Students should silently and independently use their prewriting handout to write their draft.</p> <p>Introduction (Paragraph 1)</p> <ul style="list-style-type: none"> ● Give a brief summary of the book ● Write a topic sentence to respond to the prompt. <p>Body Paragraphs (Paragraphs 2 - 3)</p> <ul style="list-style-type: none"> ● Identify a main idea of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. ○ Explain how this idea is supported by key details in the text. ● Identify a main idea of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. ○ Explain how this idea is supported by key details in the text. <p>Conclusion (Paragraph 4)</p> <ul style="list-style-type: none"> ● Restate your introduction ● Summarize your main points 	<p>With assistance as needed, students should use their prewriting handout to write or dictate their draft.</p> <p>(Sentence 1)</p> <ul style="list-style-type: none"> ● Write a topic sentence to respond to the prompt. <p>(Sentences 2 - 7)</p> <ul style="list-style-type: none"> ● Identify a main idea of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. ○ Explain how this idea is supported by key details in the text. ● Identify a main idea of the text. <ul style="list-style-type: none"> ○ Describe how this idea is related to the title of the text. ○ Explain how this idea is supported by key details in the text. <p>(Sentence 8)</p> <ul style="list-style-type: none"> ● Restate your introduction
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain why the title <i>Shutting out the Sky</i> has two different meanings in the text? ● Can students organize the information from pre writing culminating handout into a paragraph? 	<ul style="list-style-type: none"> ● Can the student recognize that the title <i>Shutting out the Sky</i> has two different meanings in the text? ● Can the student transfer the information from pre writing culminating handout into a paragraph?
<p>Text(s)</p>	<p><i>Shutting Out the Sky</i> by Deborah Hopkinson</p>	<p><i>Shutting Out the Sky</i> by Deborah Hopkinson</p>

Materials

Lesson Materials:

- The culminating writing task directions
- The culminating writing task rubric
- Title and main idea organizer
- The culminating writing task prewriting handout
- Accountable Talk
- Teacher Talk Moves

Possible Supports During the Lesson

- Conversation stems tool
- Transitions
- Evidence sentence starters
- Engage in [shared writing](#)
- Model using [student examples](#) or [mentor texts](#)
- Revise a portion of writing together focused on a specific skill
- Consult the [ELA Guidebook Grammar Guide](#) and the [WriteAlong](#) lessons to target a skill or concept.

Additional Supports for SWSCDs:

- Original and [adapted version\(s\)](#) of the text
- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 3-5 Informational LC.RI.5.1a](#):
 - Graphic Organizers
 - Various informational Texts
 - Interactive White Board
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text of the same story with the same key events or details
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Highlighted text

Lesson Overview		
Lesson Number	Lesson 32: Revising and Editing the Essay	Modified Lesson Overview
Description	In this lesson, students demonstrate their understanding of the main ideas and how they related to the title of <i>Shutting Out the Sky</i> engaging in a peer editing conference. For homework, the student will continue writing their final draft of their essay incorporating revisions and edits.	In this lesson, with assistance as needed, the student demonstrates their understanding of the main ideas and how they related to the title of <i>Shutting Out the Sky</i> . <ul style="list-style-type: none"> With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling) (LC.W.5.5b).
Let's Express Our Understanding	Students will utilize a revision checklist to inspect their draft for errors. As well as, annotate changes on their peer draft and use the editing marks to check for the following errors: <ul style="list-style-type: none"> Capitalization Paragraph organization Words or phrases that should be removed Words or phrases that should be added Spelling 	With a partner, the students will utilize a revision checklist to inspect their draft for the following errors: <ul style="list-style-type: none"> Capitalization Paragraph organization Words or phrases that should be removed Words or phrases that should be added Spelling
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the score their draft should receive? Can students revise their own draft using indicators from the rubric to improve their score? 	<ul style="list-style-type: none"> Can the student explain the score their draft should receive? Can the student revise their own draft with minimal assistance?
Text(s)	<i>Shutting Out the Sky</i> by Deborah Hopkinson	<i>Shutting Out the Sky</i> by Deborah Hopkinson

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The culminating writing task directions ● The culminating writing task rubric ● Your draft essay ● Accountable Talk 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 3-5 Informational
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Section Overview		
Section Number	10	Section Optional
Description	Shutting Out the Sky	
Assessment	The article “Statue of Liberty Reopens after Sandy Damage” and the video “What ‘Lady Liberty’ and Ellis Island Mean Today” explain the re-opening of the Statue of Liberty after Hurricane Sandy. Both include information that supports the claim that the	

	<p>Statue of Liberty is a symbol of resilience. Someone or something that has <i>resilience</i> is strong and durable. When something bad happens, it is able to be successful again.</p> <p>Write one to two paragraphs that explain how the article and the video support the idea that the Statue of Liberty is resilient. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p> <p>Culminating task connections: Students have finished writing the culminating task, however, students understand that the Statue of Liberty is a symbol of resilience, as shown through the determination and hard work of the profiled immigrants in the text <i>“Shutting Out the Sky”</i> by Deborah Hopkinson. The immigrants in the text display the spirit of resilience, by enduring the tenements of New York, working in hazardous working conditions, being separated from their loved ones and by clearing their view of the sky with an education.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student explain how the article and the video support the idea that the Statue of Liberty is resilient? • How well does the student explain how the author uses reasons and evidence to support the idea that the restoration work on the statue and the island was successful? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	
Section Length	3 lessons	3 lessons optional
Additional Supports for Diverse Learners		Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted versions of Shutting Out the Sky

		<ul style="list-style-type: none"> ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>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.</p>	

Lesson Overview		
Lesson Number	Lesson 33: Cold-Read Task Part 1	Lesson is Optional
Description	In this lesson, Assess our ability to read, understand, and express our understanding of a complex, grade-level text through various question types.	

Let's Express Our Understanding

You will have approximately 40 minutes to read "Statue of Liberty Reopens After Sandy Damage" and answer questions 1 - 9.

1. Part A. What is the meaning of the word *unscathed* as it is used in the title of the article? Part B. What phrase from the article **best** helps in understanding the meaning of the word *unscathed*?
2. Part A. How does the author of the article support the idea that visitors have had trouble visiting the Statue of Liberty over the years? Part B. What evidence from the passage **best** supports the answer to Part A?
3. Part A. Which statement **best** explains how the author uses reasons and evidence to support the idea that the restoration work on the statue and the island was successful? Part B. Which **three** pieces of evidence from the article **best** support Part A?
4. Part A Read this sentence from paragraph 10 of "*Statue of Liberty Reopens after Sandy Damage.*"
It was no small feat. How does Director Jonathan Jarvis's statement contribute to the meaning of this section of the article? Part B. What evidence from the passage **best** supports the answer to Part A?
5. Which statement **best** summarizes paragraphs 11 - 16?

	<p>6. Which of the following best summarizes paragraphs 17 - 21?</p> <p>7. Which of the following reflects two central ideas of the passage?</p> <p>8. Read this sentence from paragraph 13 of <i>“Statue of Liberty Reopens after Sandy Damage.”</i> As they began their climb, dignitaries and special guests gathered behind Lady Liberty for a formal ribbon-cutting ceremony, whose guests mirrored the diverse masses the statue embraces. What is the relationship between the two groups of people the author is comparing?</p> <p>9. Part A. Which <u>statement</u> best explains how the video gives reasons and evidence to support the idea that the Statue of Liberty and Ellis Island are symbols of hope for people around the world? Part B. Which three pieces of evidence from the video best support Part A?</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the video gives reasons and evidence to support the idea that the Statue of Liberty and Ellis Island are symbols of hope for people around the world? • Can students provide evidence such as details and examples from the video to support the claim? 	
Text(s)	“Statue of Liberty After Sandy Damage”	

Materials	Lesson Materials: <ul style="list-style-type: none"> • The Cold-Read task • The Cold-Read task answer sheet 	Possible Supports During the Lesson:	
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Lesson Overview		
Lesson Number	Lesson 34: Cold-Read Task Part 2	Lesson is Optional
Description	In this lesson, students will continue to assess our ability to read, understand, and express our understanding of a complex, grade-level text.	
Let's Express Our Understanding	<p>You will have approximately 15 minutes to view <i>"What 'Lady Liberty' and Ellis Island Mean Today"</i> and answer question 10.</p> <p>10. information found in the article "<i>Statue of Liberty Reopens after Sandy Damage</i>" can be supported by similar information in the video titled "What 'Lady Liberty' and Ellis Island Mean Today"?</p> <p>You will have approximately 30 minutes to read question 11. Then reread "Statue of Liberty reopens after Sandy damage" and watch What 'Lady Liberty' and Ellis Island Mean Today." On a piece of paper, brainstorm the details that you will use from the article and the video to answer question 11.</p> <p>11. The article "Statue of Liberty Reopens after Sandy Damage" and the video "What 'Lady Liberty' and Ellis Island Mean Today" explain the re-opening of the Statue of Liberty after Hurricane</p>	

	<p>Sandy. Both include information that supports the claim that the Statue of Liberty is a symbol of resilience. Someone or something that has <i>resilience</i> is strong and durable. When something bad happens, it is able to be successful again.</p> <p>Write one to two paragraphs that explain how the article and the video support the idea that the Statue of Liberty is resilient. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the article supports the idea that the Statue of Liberty is resilient ? • Can students provide evidence such as details and examples from the video “What ‘Lady Liberty’ and Ellis Island Mean Today” and the article “ Statue of Liberty Reopens after Sandy Damage”? 		
Text(s)	<p>“Statue of Liberty After Sandy Damage”and What ‘Lady Liberty’ and Ellis Island Mean Today”</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • The Cold-Read task • The Cold-Read task answer sheet 	<p>Possible Supports During the Lesson:</p>	

Lesson Overview

Lesson Number	Lesson 35: Cold-Read Task Part 3	Lesson is Optional
Description	In this lesson, students continue to assess our ability to read, understand, and express our understanding of a complex, grade-level text	
Let's Express Our Understanding	<p>You have approximately 40 minutes to reread “Throng of people visit Lady Liberty as the Statue Reopens on July 4th,” view “<i>What ‘Lady Liberty, and Ellis Island Mean Today,’</i>” and answer question 11.</p> <p>11. The article “Statue of Liberty Reopens after Sandy Damage” and the video “What ‘Lady Liberty’ and Ellis Island Mean Today” explain the re-opening of the Statue of Liberty after Hurricane Sandy. Both include information that supports the claim that the Statue of Liberty is a symbol of resilience. Someone or something that has <i>resilience</i> is strong and durable. When something bad happens, it is able to be successful again.</p> <p>Write one to two paragraphs that explain how the article and the video support the idea that the Statue of Liberty is resilient. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the video supports the idea that the Statue of Liberty is resilient ? ● Can students provide evidence such as details and examples from both video and text? 	

Text(s)	“Statue of Liberty After Sandy Damage” and What ‘Lady Liberty’ and Ellis Island Mean Today”		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● The Cold-Read task ● The Cold-Read task answer sheet 	Lesson Materials: <ul style="list-style-type: none"> ● The Cold-Read task ● The Cold-Read task answer sheet 	

Section Overview		
Section Number	11	Section Optional
Description	Shutting Out the Sky	
Assessment	<p>Students will write a narrative in the form of a journal entry. Then students will present their best journal entry to the class. The chosen entry must have all the elements of a strong narrative such as :</p> <ul style="list-style-type: none"> ● a topic or introduction sentence ● narrative techniques throughout the writing, such as dialogue, description, and pacing, to develop their experiences and recount events ● a variety of transitional words, phrases, and clauses to manage the sequence of events ● sensory details to convey experiences ● a conclusion ● proper grammar and usage, capitalization, punctuation, and spelling <p>Next, the class will then combine their journal entries to create a class scrapbook about the experience.</p> <p>Culminating task connections:</p>	

	<p>Students have finished writing the culminating writing task, however, students demonstrate their understanding that hard work and determination are essential to achieving a life goal. Students also demonstrate their ability to express their experience during their service learning project, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● EX: How well does the student in a narrative describe their experience during their service learning project? ● EX: How well does the student accurately utilize the extension task scoring tool to access their partners journal entries? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student actively read their partner’s journal entries and edit their partner’s work? ● How well does the student clearly express their ideas and listen carefully to understand others’ ideas? 	
Section Length	4 lessons	4 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Shutting Out the Sky ● Louisiana Connectors ● Essential Elements Cards - Grade 3-5 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) 	

		<ul style="list-style-type: none"> ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The <u>Supports Flow Chart</u> 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.</p>	

Lesson Overview

Lesson Number	Lesson 36: Begin Research for Extension Task	Lesson is Optional
Description	In this lesson, students review the extension task to begin researching possible service learning projects in our community. Students also worked with your group to complete the service project planning guide handout.	
Let's Express Our Understanding	Students will work with your group to complete the extension task service project planning guide handout. When you have completed the handout, practice how you will 'pitch' your idea to the class.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what is a service learning project? ● Can students conduct research on different service projects within the community using technology? 	
Text(s)	No Text	

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Your extension task directions handout ● The extension task service project planning guide handout ● The extension task rubric scoring tool ● Index cards ● Computer access ● Accountable talk ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems 	
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Lesson Overview		
Lesson Number	Lesson 37: Present Ideas and Discuss Service Projects as a class	Lesson is Optional
Description	In this lesson, students selected a service learning project to help our community. Then the class will discuss and complete the class service project planning guide.	
Let's Express Our Understanding	<p>Students will complete the extension task class planning sheet based on the selected project. Students should include:</p> <ul style="list-style-type: none"> ● Title of project ● Goal of our project ● Description of the project ● List of materials needed ● Deadline for completion of project ● Contact information for selected organization 	

	<ul style="list-style-type: none"> • Assign job titles to each group member 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students collectively engage in a discussion to organize the ideas and complete planning guide ? • Can students clearly express their ideas and listen carefully to understand others' ideas? 	
Text(s)	No text	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Extension task directions • Extension task group planning guide • Extension task class planning guide • Extension task rubric • Reading log • Poster paper and markers • Accountable Talk • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • conversation stems learning tool

Lesson Overview		
Lesson Number	Lesson 38: Writing a Narrative	Lesson is Optional

Description	<p>In this lesson, students prepare to write journal entries about the experience of preparing for the project. Students will also review the extension task rubric scoring tool to understand the criteria for receiving a 4,3, 2, 1, and 0 on their extension task.</p>		
Let's Express Our Understanding	<p>Student will with a partner will:</p> <ul style="list-style-type: none"> ● Share your journal entry with a partner. ● What is similar? What is different? ● Use your rubric to assess if your partner's writing contains the elements of narrative writing. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students in a narrative describe their experience after a few days of participating in their service learning project? ● Can students accurately utilize the extension task scoring tool to assess their partners journal entries? 		
Text(s)	No text		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension task directions handout ● Extension task class planning guide ● Extension task rubric scoring tool ● reading logs ● accountable talk. ● teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems learning tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together 	

		<p>focused on a specific skill</p> <ul style="list-style-type: none"> • Consult the ELA Guidebook Grammar Guide and the WriteAlong lessons to target a skill or concept 	
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Lesson Overview		
Lesson Number	Lesson 39: Reflecting on Our Experience	Lesson is Optional
Description	In this lesson, students will select, edit, type and present their best journal entry to their classmates. The class will then combine their journal entries to create a class scrapbook about the experience. This lesson should not be done until after the service project is complete.	
Let's Express Our Understanding	<p>Students will present their best journal entry to the class. The chosen entry must have all the elements of a strong narrative such as :</p> <ul style="list-style-type: none"> • a topic or introduction sentence • narrative techniques throughout the writing, such as dialogue, description, and pacing, to develop their experiences and recount events • a variety of transitional words, phrases, and clauses to manage the sequence of events 	

	<ul style="list-style-type: none"> ● sensory details to convey experiences ● a conclusion ● proper grammar and usage, capitalization, punctuation, and spelling 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students actively read their partner’s journal entries and edit their partner’s work? ● Can students insert images into the journal entry by utilizing the word wrap tab in the typing software ? 	
Text(s)	No text	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Journal entries in your reading log ● Computer and printer 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● conversation stems learning tool ● Engage in shared writing ● Model using student examples or mentor texts ● Revise a portion of writing together focused on a specific skill ● Consult the ELA Guidebook Grammar Guide and the

[WriteAlong](#) lessons to
target a skill or concept

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