

## Grade 6 – Hatchet

### 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 6, Unit 3 - Hatchet

Unit Overview		
Grade	6	<b>Modified Unit Overview</b>
Guidebook Text	<i>Hatchet</i>	Original and adapted versions of <i>Hatchet</i>
Unit Description	We will read <i>Hatchet</i> by Gary Paulsen and a series of related literary and informational texts to explore the question: What does it take to survive in dangerous situations? We will express our understanding through an essay that analyzes how Brian, the character in <i>Hatchet</i> , aids or hinders his survival and analyzes the instructional value of the book as a survival guide.	Students with significant cognitive disabilities will have access to both the original and adapted version of <i>Hatchet</i> by Gary Paulsen to explore the question: <i>How does a character's traits, history, motivations, and actions contribute to his survival in unexpected and difficult situations?</i> To address this question, students will create a permanent product that makes a claim about whether <i>Hatchet</i> has instructional value as a survival guide.
Essential Question	<i>How does a character's traits, history, motivations, and actions contribute to his survival in unexpected and difficult situations?</i>	<i>How does a character's traits, history, motivations, and actions contribute to his survival in unexpected and difficult situations?</i>
Culminating Task	<p>Select an event from <i>Hatchet</i>. What did Brian do to aid or hinder his survival? Does <i>Hatchet</i> have instructional value as a survival guide?</p> <p>Write a multi-paragraph report explaining how Brian was successful and/or could have improved his situation if he had followed the steps provided in the article case studies. Conclude the report by making a claim and providing clear reasons and evidence about the instructional value of <i>Hatchet</i>. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.</p>	<p>Create a permanent product that makes a claim about whether <i>Hatchet</i> has instructional value as a survival guide. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Match key events/challenges with the solutions in the beginning, middle and end of the story.</li> <li>● Select two events from <i>Hatchet</i> and describe what does Brian does or does not do to stay alive.</li> <li>● Explain what he could have done to improve his situation.</li> <li>● Describe what Brian's actions (or inactions) tell us about survival.</li> </ul> <p>Your permanent product should explain what Brian does during one specific event to aid or hinder his survival. Cite several pieces of textual evidence, including direct quotations and page numbers.</p>

		<p>Conclude with a claim and providing clear reasons and evidence about the instructional value of <i>Hatchet</i>. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p> <p><b>LC.RL.6.1a</b> Refer to details and examples in a text when explaining what the text says explicitly.</p> <p><b>LC.RL.6.1b</b> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p>
Sections & Lessons	12 Sections 38 Lessons	10 Sections 27 Lessons

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## Assessment Overview

### Guidebook Assessment Overview

### Modified Assessment Overview

Write a multi-paragraph report explaining how Brian was successful and/or could have improved his situation if he had followed the steps provided in the article. Conclude the report by making a claim and providing clear reasons and evidence about the instructional value of *Hatchet*. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

- Culminating Writing Task directions
- Exemplar Student Response
- Grades 6-8 Writing Rubric
- Modified Writing Rubric

Create a permanent product that makes a claim about whether *Hatchet* has instructional value as a survival guide. In order to do this, students will:

- Match key events/challenges with the solutions in the beginning, middle and end of the story.
- Select an event from *Hatchet* and describe what does Brian does or does not do to stay alive.
- Explain what he could have done to improve his situation.
- Describe what Brian's actions (or inactions) tell us about survival.

Your permanent product should explain what Brian does during two specific events to aid or hinder his survival. Cite several pieces of textual evidence, including direct quotations and page numbers. Conclude with a claim and providing clear reasons and evidence about the instructional value of *Hatchet*. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

**LC.RL.6.1a** Refer to details and examples in a text when explaining what the text says explicitly.

**LC.RL.6.1b** Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.

Cold-Read Task	Students read “In Which Autumn Provides Food and Loneliness” and “In Which We All Learn About Halloween” from My Side of the Mountain. Then students answer a combination of questions.	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer Key</li> <li>● Answer Sheet</li> <li>● Grades 6-8 Writing Rubric</li> <li>● Grades 6 Modified Writing Rubric</li> </ul>	<i>This task is optional.</i>
Extension Task	Students work collaboratively to research a survival story and identify the main character trait which led to survival. Then groups create a multimedia presentation to summarize the survival story and present and defend the identified character trait.	<ul style="list-style-type: none"> <li>● Extension Task Directions</li> <li>● Exemplar Student Response</li> <li>● Multimedia Presentation Rubric</li> </ul>	<i>This task is optional.</i>

## Section Overview

Section Number	Section 1	Modified Section Overview
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “How does Brian respond to the main events in the story so far?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the character’s actions in response to events in the story. This prepares students to analyze how the character’s actions contribute to the outcome of the story.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze the character’s response to the main events in the story?</li> <li>● How well does the student analyze how the character’s thoughts, feelings, and motivations contribute to his actions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text?</li> </ul>	<p>Students respond to the question “How does Brian respond to the main events in the story so far?” using a t-chart.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the character’s actions in response to events in the story using a t-chart. This prepares students to analyze how the character’s actions contribute to the outcome of the story.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify and analyze main events and character responses in the story?</li> <li>● How well does the student identify and analyze the character’s thoughts, feelings, and motivations and how they contribute to his actions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly?</li> <li>● How well does the student make inferences from the text and cite relevant textual evidence to support inferences?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student describe how the character responds or changes in response to the main events in the text?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student describe how the character responds or changes in response to the main events in the text?</li> </ul>
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners	<p>Before the Section: <b>Support for Knowledge Demands</b></p> <ul style="list-style-type: none"> <li>● Prior to reading this section, watch videos, have group discussions about pictures and images, or read similar short texts about the Canadian wilderness. Students are also expected to identify a character's words, actions, thoughts, and responses to events and be able to <a href="#">annotate the text</a> as they are reading. Review these skills in small groups or a whole group mini-lesson.</li> </ul> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Prior to reading this section, direct students to <a href="#">practice reading aloud</a></li> </ul>	<p>During the Section: <b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included below. <ul style="list-style-type: none"> <li>○ seep</li> <li>○ lash</li> <li>○ audible</li> <li>○ rigid</li> <li>○ contracted</li> <li>○ Intense</li> <li>○ procedures</li> <li>○ hurtling</li> <li>○ chant</li> </ul> </li> <li>● Access the Language Links for Lessons 1 and 2 in the <a href="#">appendix</a>.</li> <li>● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and</li> </ul>
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 01 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● T-chart Graphic Organizer</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

	<p><a href="#">words and phrases</a> with a partner. Words for this text: “bushplane”, “initial”, “lurched”, “hatchet”, “catalog”, “gratitude”, “scout”, “transmission”, “frustration”, “impossible”</p>	<p>example/examples included in the <a href="#">appendix</a>.</p> <ul style="list-style-type: none"> <li>○</li> </ul>	
	<p>The <a href="#">Supports Flow Chart</a> 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: Summarization and Characterization	Modified Lesson Overview
Description	<p>In this lesson, students begin reading the novel <i>Hatchet</i> by Gary Paulsen and use annotations to gather evidence to track how Brian changes in response to what he experiences.</p>	<p>In this lesson, students begin reading the novel <i>Hatchet</i> by Gary Paulsen and an <a href="#">adapted version</a> as needed, and document how Brian changes in response to what he experiences.</p> <p><b>LC.RL.6.1b</b> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p>
Let’s Express Our	Respond to the following question on the reader journal handout.	Respond to the following prompt.



Understanding	<ul style="list-style-type: none"> <li>○ What adjective would you choose to describe Brian? Why? Use evidence from the story to support your adjective.</li> </ul>		<ul style="list-style-type: none"> <li>● Select an adjective to describe Brian. Provide an example of when he displayed that attribute.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students summarize the events of the first chapter?</li> <li>● Can students annotate the text to identify and analyze a character's words, actions, and thoughts?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students summarize the events of the first chapter?</li> <li>● Can students identify and analyze a character's words, actions, or thoughts? <ul style="list-style-type: none"> <li>○ Can students create a t-chart of Brian's experiences and how he responds to analyze how he changes over time?</li> </ul> </li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Summary chart handout</li> <li>● Sticky notes</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> <li>● Paired/partner reading</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Additional examples of character words, actions, or thoughts</li> <li>● List of adjectives</li> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● <a href="#">Choral reading</a></li> <li>● <a href="#">Echo reading</a></li> <li>● Summarization strategy</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Additional Supports for Diverse Learners specific for Section 01 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 2: Characterization of Brian	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue gathering evidence about Brian using annotations and discuss how Brian reacts to events in the text.	<p>In this lesson, students continue gathering evidence about Brian and discuss how Brian reacts to events in the text.</p> <p><b>LC.RL.6.1b</b> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p>

Let's Express Our Understanding	<p>In your reading journal handout, respond to the following question. Then, discuss the question as a class.</p> <ul style="list-style-type: none"> <li>○ How does Brian respond to the main events so far in the story?</li> </ul>		<p>Respond to the following question in your reading journal, and discuss as a class:</p> <ul style="list-style-type: none"> <li>● How does Brian respond to the main events in the story?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify events in the story that contribute to the development of the character?</li> <li>● Can students explain how an author's word choice contributes to the story?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify events in the story that contribute to the development of the character? <ul style="list-style-type: none"> <li>○ Add to t-chart from the previous lesson.</li> </ul> </li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> <li>● Paired/partner reading</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 01 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 3: Characterization and Text Evidence	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue reading Hatchet and gathering evidence about Brian using annotations. Students describe Brian based on the evidence in the text.	<p>In this lesson, students continue reading Hatchet, and an adapted version as needed, and gathering evidence about Brian. Students describe Brian based on evidence in the text.</p> <p><a href="#"><u>LC.RL.6.1b</u></a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or</p>

		conclusions about characters including how they change during the course of the story.	
Let's Express Our Understanding	In your reading journal handout, respond to the question: <ul style="list-style-type: none"> <li>○ Pretend you are a journalist writing a newspaper article as if you were with Brian during the crash. How would you describe Brian? What evidence in the text makes you think that?</li> </ul>	Students respond to the following question: <ul style="list-style-type: none"> <li>● Pretend you are a journalist writing a newspaper article about Brian during the crash. Describe Brian using evidence from the text. Use chapter 1 summary and Brian's responses to main events t-chart to plan your newspaper article.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian used his prior knowledge to guide his decisions?</li> <li>● Can students provide text evidence such as a character's thoughts, actions, or statements and include page numbers and quotations to support their description of Brian when writing in response to the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify the sources of Brian's prior knowledge? (e.g. reading books, watching tv)</li> <li>● Can students explain that Brian used his prior knowledge to guide decisions?</li> <li>● Can students provide text evidence such as a character's thoughts, actions, or statements and include page numbers and quotations to support their description of Brian when writing in response to the text?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Evidence chart</li> <li>● Sticky notes</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> <li>● Paired/partner reading</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 01 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Section Overview		
Section Number	Section 2	Modified Section Overview

Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students develop a claim and identify evidence to support their claim in response to the prompt: “Pretend that you think Brian’s words, actions, and thoughts hinder his chances of survival”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how a character’s words, actions, and thoughts help a reader understand a character’s motivations and interactions within the story. This prepares students to analyze if the character’s actions help or hinder him.</p> <p>Students also demonstrate their ability to form a claim.. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify and analyze Brian’s words, actions, and thoughts?</li> <li>● How well does the student analyze how the setting contributes to the development of Brian’s character?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence, using details from the text?</li> </ul>	<p>Students develop a claim and identify evidence to support their claim in response to the prompt: “Brian’s words, actions, and thoughts hinder his chances of survival”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how a character’s words, actions, and thoughts help a reader understand a character’s motivations and interactions within the story. This prepares students to analyze if the character’s actions help or hinder him.</p> <p>Students also demonstrate their ability to form a claim using a template.(e.g. I think Brian won’t survive because..) This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify and analyze Brian’s words, actions, and thoughts?</li> <li>● How well does the student analyze how the setting contributes to the development of Brian’s character?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence, using details from the text?</li> </ul>
Section Length	2 lessons	2 lessons

Additional Supports  
for Diverse Learners

During the Section:

**Support for Knowledge Demands**

- The students will be expected to have prior knowledge of a [CER \(Claim-Evidence-Reasoning\) frame](#) and to successfully use it in this section (will only address Claim and Evidence in this section). Use small groups and teacher conferencing to ensure that students are understanding the requirements.

**Support for Language**

- Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the [appendix](#).
  - keening
  - committed
  - exposed
  - masses
- Access the Language Links for Lesson/Lessons 4 and 5 in the [appendix](#).
- Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).
  - “The plane, committed now to landing, to crashing, fell into the wide place like a stone, and Brian eased back on the wheel and braced himself for the crash.”
  - “He ripped at it until it released and somehow - the water trying to kill him, to end him - somehow he pulled himself out of shattered front window and clawed up into the blue, felt something hold him back, felt his windbreaker tear and he was free. Tearing free. Ripping free.”

**Support for Structure**

Additional Supports for SWSCDs:

- Original and adapted versions of *Hatchet*
- [Louisiana Connectors](#)
- Essential ElementsCards - [Grades 6-8 Literature](#)
- Student Response Modes - [ELA](#)
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 02 of Grade 06 *Hatchet*
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage- or text-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response



- In lesson 4, the students encounter a large flashback scene in the text. In addition to the lesson, use small groups and mini-lessons to support students' comprehension.
- Remind students that a flashback is a literary device that moves the reader from the present moment in a narrative to a scene from the past. They help further explain the character by providing background information and memories.

**Support for Meaning**

- With Lesson 4, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
  - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
  - **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
  - **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer	Evidence
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<p>1. How does Brian respond to the fact that the plane is now going to crash?</p>	<p>He is still scared and nervous, but makes decisions and attempts to steer the plane towards a lake.</p>	<ul style="list-style-type: none"> <li>• Page 25, paragraph 1</li> <li>• Page 26, paragraph 2</li> </ul>
<p>2. How does Brian respond when he causes the plane to slow down and the brakes begin to loosen?</p>	<p>He makes a decision without thinking and over corrects the plane.</p>	<ul style="list-style-type: none"> <li>• Page 26, paragraph 3</li> </ul>
<p>3. What memory does Brian experience after the crash?</p>	<p>He has a flashback to when he saw his mom sitting in the car with a man who was not his dad.</p>	<ul style="list-style-type: none"> <li>• Pages 30, paragraphs 1 - 5</li> </ul>

- With Lesson 5, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to

figure out the answer.

- **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer	Evidence
1. What does Brain notice as soon as he realizes that he is alive?	He says that it is quiet and that confuses him.	<ul style="list-style-type: none"><li>● Pages 30</li></ul>
2. How does Brian react when he assesses his injuries?	He says that things could've been worse.	<ul style="list-style-type: none"><li>● Pages 33, paragraph 2</li></ul>

<p>1. How does Brian describe the setting of the plane crash?</p>	<p>blue-green blur, students may include descriptions of the lake, shoreline, trees, hills, rock ledge, etc.</p>	<ul style="list-style-type: none"> <li>• Pages 36 - 38</li> </ul>		
<p>2. How does Brian compare and contrast the current setting with his life in the city?</p>	<p>Says that everything is grey-blue here, but that the city is just grey and black. Says that everything is quiet here, but that the city is noisy.</p>	<ul style="list-style-type: none"> <li>• Page 38, paragraph 3</li> </ul>		

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

**Lesson Overview**

Lesson Number	Lesson 4: How does an author develop a character?		Modified Lesson Overview
Description	<p>In this lesson, students gather evidence about Brian as they read chapters 3 and 4 of <i>Hatchet</i> independently. Students also discuss how this evidence helps them understand how Brian responds to events in the text.</p>		<p>In this lesson, students gather evidence about Brian as they read chapters 3 and 4 of <i>Hatchet</i>, or an <a href="#">adapted version</a> as needed. Students also discuss how this evidence helps them understand how Brian responds to events in the text.</p> <p><a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p>
Let's Express Our Understanding	<p>Whole Class Discussion:</p> <ul style="list-style-type: none"> <li>■ Choose one piece of text evidence from your annotations that is different than the evidence we discussed.</li> </ul> <p>Take one minute to jot notes about the following in your reading journal handout.</p> <ul style="list-style-type: none"> <li>■ What does this evidence tell you about Brian?</li> <li>■ How does it help you to understand Brian?</li> </ul>		<ul style="list-style-type: none"> <li>● Identify and discuss main events in chapters 3 and 4 using text evidence, and add with Brian's responses to the t-chart.</li> </ul> <p>Whole Class Discussion:</p> <ul style="list-style-type: none"> <li>● What does this evidence tell you about Brian?</li> <li>● How does it help you understand Brian?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian has changed so far?</li> <li>● Can students use evidence from the text to explain their claim during a class discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Brian has changed so far?</li> <li>● Can students use evidence from the text to explain their claim during a class discussion?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> </ul>

		<ul style="list-style-type: none"><li>● Paired/partner reading</li><li>● Echo reading</li></ul>	<ul style="list-style-type: none"><li>● Additional Supports for Diverse Learners specific for Section 02 of Grade 06 <i>Hatchet</i></li><li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b)<ul style="list-style-type: none"><li>○ Highlighters</li><li>○ Text</li><li>○ Sorts</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul>
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Lesson Overview			
Lesson Number	Lesson 5: How does the author develop a character? (continued)		Modified Lesson Overview
Description	In this lesson, students continue gathering evidence about Brian as they read chapter 4 of <i>Hatchet</i> independently. Students also practice writing claims with evidence to analyze how Gary Paulsen develops Brian’s character.		<a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.
Let’s Express Our Understanding	In your reading journal handout, respond to the question with a formal argument using a claim and evidence. <ul style="list-style-type: none"> <li>■ Does the setting of the novel have a positive or negative influence on Brian’s chances for survival?</li> </ul>		Respond to the question using a claim template and provide relevant text evidence. <ul style="list-style-type: none"> <li>● “I think the setting of the novel has a (positive/negative) influence on Brian’s chances for survival because (student’s idea + text evidence)”</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the setting of the novel impacts Brian?</li> <li>● Can students provide evidence such as details and examples from the novel to support a claim in a written response?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the setting of the novel impacts Brian? (e.g. negative because he is isolated in the woods with no food/shelter)</li> <li>● Can students identify evidence such as details and examples from the novel to support a claim in a written response?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● IEP Goals</li> </ul>

	<ul style="list-style-type: none"><li>● CER paragraph frame</li><li>● Sticky notes</li><li>● Teacher Talk Moves</li></ul>	<p><i>Hatchet</i></p> <ul style="list-style-type: none"><li>● Student friendly definitions</li><li>● Paired/partner reading</li><li>● Choral reading</li><li>● Echo reading</li></ul>	<ul style="list-style-type: none"><li>● Assistive Technology</li><li>● Additional Supports for Diverse Learners specific for Section 02 of Grade 06 <i>Hatchet</i></li><li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b)<ul style="list-style-type: none"><li>○ Highlighters</li><li>○ Text</li><li>○ Sorts</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to</li></ul></li></ul>
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			provide access to content and facilitate responding

**Section Overview**

Section Number	Section 3	Modified Section Overview
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “Did Brian follow the advice offered in “What Would Peter Do?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of facts gathered from an informational text and apply that information to the character in <i>Hatchet</i>. This prepares students to analyze if <i>Hatchet</i> is a good survival guide.</p> <p>Students also demonstrate their ability to form a claim. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize the advice given in “What Would Peter Do?”</li> <li>● How well does the student analyze Brain has learned about survival?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students write a response to the question: “Did Brian follow the advice offered in “What Would Peter Do?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of facts gathered from an informational text and apply that information to the character in <i>Hatchet</i>. This prepares students to analyze if <i>Hatchet</i> is a good survival guide.</p> <p>Students also demonstrate their ability to form a claim using a template. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify and summarize the advice given in “What Would Peter Do?”</li> <li>● How well does the student analyze what Brain has learned about survival?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>

	<ul style="list-style-type: none"> <li>● How well does the student analyze how the author uses figurative language to develop the character?</li> <li>● How well does the student compare and contrast a literary and informational text?</li> <li>● How well does the student introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student compare and contrast a literary and informational text?</li> <li>● How well does the student introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence?</li> </ul>
Section Length	4 lessons	3 lessons
Additional Supports for Diverse Learners	<p>During the Section:  <b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “Viciously”</li> <li>○ “Hero”</li> <li>○ “asset”</li> <li>○ “Motivated”</li> <li>○ “Looming”</li> <li>○ “Panic-stricken”</li> <li>○ “Adrenaline”</li> <li>○ “flight or fight mode”</li> <li>○ “Terrain”</li> <li>○ “Reoriented”</li> <li>○ “Crisis”</li> <li>○ “Stranded”</li> <li>○ “Inclement”</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 03 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> </ul>

- Access the Language Links for Lesson/Lessons 6, 7, 8, and 9 in the [appendix](#).
- Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).
  - “It was as if the water were more than water, as if the water had become all of life, and he could not stop.”
  - “But the lake was blue, and wet-looking, and his mouth and throat raged with the thirst and he did not know where there might be another form of water he could drink.”
  - “Now with the thought of the burger, the emptiness roared at him.”

#### **Support for Meaning**

- With Lesson 6, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
  - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
  - **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in

this document).

- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer	Evidence
1. What is the first decision that Brian makes after he wakes?	He decides to look for water and decides to drink from the lake.	<ul style="list-style-type: none"><li>● Page 40 - 41</li></ul>
2. Once Brian drinks the water, how does he react to the fact that he is alone in the woods?	He tried to “take one thing at a time.” He tries to think about the facts, rather than becoming overwhelmed by the scary scenarios.	<ul style="list-style-type: none"><li>● Page 43, paragraph 1</li><li>● Page 43 - 44</li></ul>
3. What is Brian prompted to do	He starts to look at the situation	<ul style="list-style-type: none"><li>● Pages 46, paragraph 1 -</li></ul>

	<p>when he remembers his old English teacher?</p>	<p>differently - he thinks positively. He takes all of the items out of his pocket and assesses what he has to work with.</p>	<p>4</p>	
	<p>4. Brain remembers that the plane was jerked off course when the pilot died. What does he think this means?</p>	<p>He thinks he could be 300 or 400 miles off the original course and the search party will not know where to look. .</p>	<ul style="list-style-type: none"> <li>• Page 49, paragraph 2 - 3</li> </ul>	
	<p>5. What is Brian's reaction when he realizes that he may not be rescued anytime soon? Is this different from his reaction when he first realized the plane was going to crash? Why or why not.</p>	<p>He starts to panic, but then settles down and decides to remain positive. This is different from his reaction - he panicked and screamed and negative thoughts about the crash (see related chapter).</p>	<ul style="list-style-type: none"> <li>• Page 50, paragraph 1</li> </ul>	

6. What is the next thing that Brian decides to do to help him get through the night?

He decides to find shelter and food

- Page 50, paragraph 3

#### Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).
- With Lesson 7, ask the following text-dependent questions with individual or a small group of students.
  - “Read the following sentence: ‘For the first time since the crash his mind started to work, his brain triggered and he began thinking.’ What words in this sentences help you understand what is happening to Brian?”
  - “Read the following sentence: ‘A mental picture of hamburger, the way they showed it in the television commercials, thundered into his thoughts.’ What word or words is used differently than you are used to and helps you build a better picture of what is happening? ”
  - “Read the following sentence: ‘The thought was there but he fought it down for a time, pushed it away, then it exploded out.’ What word or words is used differently than you are used to and helps you build a better picture of what is happening? ”
- With Lesson 8, ask the following text-dependent questions with individual or a small group of students.

	<ul style="list-style-type: none"> <li>○ “How does Brian react to his current situation? Does this align with the advice given in “What Would Peter Do?”</li> <li>○ “How does the advice that Brian’s teacher gave him align with the advice given in “What Would Peter Do?”</li> </ul>	
<p>The <a href="#">Supports Flow Chart</a> 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 6: Characterization and Word Study	Modified Lesson Overview
Description	<p>In this lesson, students read <i>Hatchet</i> Chapter 5 independently and continue to make annotations about the main character, Brian. Students engage in a word study practice and summarize what they have read in their reading log handout.</p>	<p>In this lesson, students read <i>Hatchet</i>, or an <a href="#">adapted version</a> as needed, Chapter 5 and continue to make annotations about the main character, Brian. Students summarize what they have read.</p> <p><a href="#">LC.RL.6.2c</a> Summarize a text from beginning to end in a few sentences without including personal opinions.</p>
Let’s Express Our Understanding	<p>Respond to these questions in your reading journal handout:</p> <ul style="list-style-type: none"> <li>■ What did Brian’s English teacher, Perpich, teach him?</li> <li>■ How does Brian use this lesson to help him respond to the crash?</li> </ul>	<p>Respond to these questions:</p> <ul style="list-style-type: none"> <li>● What did Brian’s English teacher, Perpich, teach him?</li> <li>● How does Brian use this lesson to help him respond to the crash?</li> </ul> <p>Add main events and Brian’s responses to the t-chart.</p>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the lesson what lessons Brain has learned about survival?</li> <li>● Can students analyze figurative language in the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain the lesson the Brain has learned about survival?</li> <li>● Can students analyze figurative language in the text?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 03 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.2c) <ul style="list-style-type: none"> <li>○ Read aloud texts and chapter books</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

<b>Lesson Overview</b>
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Lesson Number	Lesson 7: Diction and Characterization	<b>Lesson is Optional</b>
Description	In this lesson, students reread Chapter 5 with a partner and consider how Paulsen uses diction to develop the main character, Brian. Students write a CER paragraph to convey how Paulsen develops Brian.	
Let's Express Our Understanding	Respond to this question in your reading journal handout: <ul style="list-style-type: none"> <li>■ How does Gary Paulsen use diction to develop the main character, Brian?</li> <li>■ Write a claim and support your claim with at least two pieces of text evidence.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian's body is reacting to his situation?</li> <li>● Can students analyze the impact of a specific word choice on meaning and tone?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> </ul>

	<ul style="list-style-type: none"> <li>● CER handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> </ul>	<ul style="list-style-type: none"> <li>● Paired/partner reading</li> <li>● Echo reading</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 8: Comparing and Contrasting Literary and Nonfiction Text	Modified Lesson Overview
Description	In this lesson, students read “What Would Peter Do?” and summarize it as a class. Students compare and contrast the advice in the nonfiction piece and the way Brian reacts in <i>Hatchet</i> .	<p>In this lesson, students read “What Would Peter Do?” and as needed an adapted version, and summarize it as a class. Students compare and contrast the advice in the nonfiction piece and the way Brian reacts in <i>Hatchet</i>.</p> <p><a href="#">LC.RI.6.3a</a> Identify key individuals, events, or ideas in a text.</p> <p><b>LC.RI.6.7b</b> Summarize information gained from a variety of sources including media or texts.</p>
Let’s Express Our Understanding	<p>Given that Brian’s situation in the wilderness was an emergency, did he follow the advice offered in “What Would Peter Do?”</p> <ul style="list-style-type: none"> <li>■ Look back at the evidence you and your partner gathered on your graphic organizer so far.</li> <li>■ Share your response to the question with the class</li> </ul>	<p>Given that Brian’s situation in the wilderness was an emergency, did he follow the advice offered in “What Would Peter Do?”</p> <ul style="list-style-type: none"> <li>■ Look back at the evidence you added to main events and Brian’s responses t-chart. Do these match the advice offered in “What Would Peter Do?”</li> <li>■ Share your response to the question with the class.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students summarize the advice given in “What Would Peter Do?”</li> </ul>	<ul style="list-style-type: none"> <li>● Can students summarize the advice given in “What Would Peter Do?”</li> </ul>

	<ul style="list-style-type: none"> <li>● Can students compare and contrast the advice given in “What Would Peter Do?” with how Brian reacts in <i>Hatchet</i>?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students compare and contrast the advice given in “What Would Peter Do?” with how Brian reacts in <i>Hatchet</i>?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen “What Would Peter Do?” by Peter Kummerfeldt	<i>Hatchet</i> by Gary Paulsen “What Would Peter Do?” by Peter Kummerfeldt	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> <li>● Conversation stems</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 03 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Essential Elements Cards - <a href="#">Grades 6-8 Literature</a> <ul style="list-style-type: none"> <li>○ Read aloud texts and chapter books</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 9: Comparing and Contrasting Literary and Nonfiction Texts	Modified Lesson Overview
Description	In this lesson, students continue comparing and contrasting the survival advice and Brian’s decisions using the advice graphic organizer. Students write a CER paragraph to evaluate Brian’s decisions.	<p>In this lesson, students continue comparing and contrasting the survival advice and Brian’s decisions using the advice graphic organizer. Students write a response that includes a claim supported by text evidence to evaluate Brian’s decisions.</p> <p><b>LC.W.6.1a</b> Produce a persuasive permanent product which has an introduction that introduces a claim.</p> <p><b>LC.RL.6.9</b> Compare texts from different genres that have a similar theme or address the same topic.</p>
Let’s Express Our Understanding	Write a response with a claim, evidence, and reasoning to the following question in the reading journal handout:	<p>Write a response with a claim, evidence, and reasoning to the following question:</p> <ul style="list-style-type: none"> <li>● Did Brian follow the advice offered in “What Would</li> </ul>

	<ul style="list-style-type: none"> <li>■ Did Brian follow the advice offered in “What Would Peter Do?”</li> </ul>	<p>Peter Do?”</p> <ul style="list-style-type: none"> <li>● Use a claim template to guide responses <ul style="list-style-type: none"> <li>○ Brian (did/did not) follow the advice offered in “What Would Peter Do” when he (example + text evidence)</li> </ul> </li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students compare and contrast the advice given in “What Would Peter Do?” with how Brian reacts in <i>Hatchet</i>?</li> <li>● Can students write a response with a claim, evidence, and reasoning?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students compare and contrast the advice given in “What Would Peter Do?” with how Brian reacts in <i>Hatchet</i>?</li> <li>● Can students write a response with a claim, evidence, and reasoning?</li> </ul>	
Text(s)	<p><i>Hatchet</i> by Gary Paulsen  “What Would Peter Do?” by Peter Kummerfeldt</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Advice graphic organizer</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording of <i>Hatchet</i></a></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 03 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.9) <ul style="list-style-type: none"> <li>○ Texts about the same topic in different genres.</li> <li>○ Venn Diagram</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>

Section Overview		
Section Number	Section 4	<b>Modified Section Overview</b>
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “What is the most important challenge Brian has faced in chapters 6 and 7 and how does Brian respond to this challenge?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the character responds to events in the story. This prepares students to analyze how Brian aids or hinders his survival.</p>	<p>Students write a response to the question: “What is the most important challenge Brian has faced in chapters 6 and 7 and how does Brian respond to this challenge?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the character responds to events in the story. This prepares students to analyze how Brian aids or hinders his survival.</p>

	<p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how Brian responds to events in the novel?</li> <li>● How well does the student analyze how Brian’s thoughts and views have changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how point of view contributes to how we understand the story?</li> <li>● How well does the student explain how point of view is developed in the text?</li> </ul>	<p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify main events and Brian’s response?</li> <li>● How well does the student analyze how Brian responds to events in the novel?</li> <li>● How well does the student analyze how Brian’s thoughts and views have changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how point of view contributes to how we understand the story?</li> <li>● How well does the student explain how point of view is developed in the text?</li> </ul>
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “Survival”</li> <li>○ “Shelter”</li> <li>○ “Self-pity”</li> <li>○ “Gorge”</li> <li>○ “Threaten”</li> <li>○ “Caution”</li> <li>○ “Accomplish”</li> <li>○ “diminish”</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> </ul>

- Access the Language Links for Lessons 10-13 in the [appendix](#).
- Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).
  - “Hot little jets of hate worked into his thoughts, pushed once, moved back.”
  - “If only I had matches, he thought, looking ruefully at the beach and lakeside.”
  - “It was as if all the berries, all the pits had exploded in the center of him, ripped and tore at him.”

#### Support for Meaning

- With Lesson 10, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
  - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
  - **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
  - **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

- Writing rubric/criteria for development and evaluation of a response



Question	Answer		Evidence
1. Name 2 decisions that Brian makes that help his survival.	<p>He decides to make a shelter.</p> <p>He decides to look for berries/food.</p>		<ul style="list-style-type: none"> <li>● Page 52, paragraph 3</li> <li>● Page 55, paragraph 1</li> <li>● Page 56, paragraph 6</li> </ul>
2. On pages 57 and 58, how does Brian respond when he starts to become emotional or overwhelmed?	<p>He tries to calm himself down by pushing the thoughts about his mom out of his head and he reminds himself to “keep it simple” when he was deciding where to go look for berries/food. He doesn’t give in to those feelings and is learning to remain steady and calm.</p>		<ul style="list-style-type: none"> <li>● Page 57, paragraph 3</li> <li>● Page 58, paragraph 4</li> </ul>
3. How does Brian discover the berries?	<p>He notices a flock of birds gathering in one area. He noticed them because of their color.</p>		<ul style="list-style-type: none"> <li>● Page 58 and into 59, last paragraph on 58</li> </ul>
4. What does Brian say is the reason for his success so far?	<p>He says that he has had a lot of luck. When the birds helped him locate the food, he said he couldn’t believe how easy it was.</p>		<ul style="list-style-type: none"> <li>● Page 54, paragraph 1 and 2</li> <li>● Page 59, paragraph 1</li> </ul>

	<p>5. Why is it significant that Brian decides to make his shelter more “livable” rather than “safer”?</p>	<p>It shows that he is beginning to look at things more positively. Saying that you have to make something safer implies a negative feeling, but saying that you will make something livable shows that you are looking towards the future.</p>	<ul style="list-style-type: none"> <li>• Page 60, paragraph 4</li> </ul>
	<p>6. When Brian sees his reflection in the water, he becomes upset and starts to cry. What does Brian do next and what does it tell you about him?</p>	<p>Brain decides he needs to eat again and starts separating the berries. He decides to eat the berries even though he thinks they are lawful. This shows that he is starting to think differently about his survival and is becoming more determined</p>	<ul style="list-style-type: none"> <li>• Page 66, paragraph 3 and 5</li> <li>• Page 67, paragraph 2</li> </ul>
<ul style="list-style-type: none"> <li>• With Lesson 11, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> <li>○ <b>Scenario One: Students select a correct portion of the text.</b> Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.</li> <li>○ <b>Scenario Two: Students select a correct portion of the text, but they can’t answer the question.</b> Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).</li> <li>○ <b>Scenario Three: Students select a wrong portion of the text.</b> Ask them why they picked that portion to understand their thinking. As needed, point them to a</li> </ul> </li> </ul>			

correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. How does Brian's opinion about his shelter change?	He starts to think of his shelter as his home and decides that even if the shelter was crude, it was "good".
2. What does Brian wish for to improve his predicament?	He wishes he could build a better shelter.
3. How does Brian react when he finds the raspberries?	He says that he feels "rich" because he has found food now, just rich.
4. How does Brian react when he sees the bear?	At first he just stares at the bear, then he implies that his body takes over and he runs. Then he starts to think rationally about the bear and realizes that the bear intended to hurt him.

	<p>5. What is significant about the sentence “About noon - the sun was almost straight overhead - the clouds began to thicken and look dark”?</p>	<p>This is the first time that Brian knows the time. It signifies that he is changing and becoming more knowledgeable about the environment.</p>	<ul style="list-style-type: none"> <li>● Page 72, paragraph 1</li> <li>● Page 34, paragraph 1</li> <li>● Page 57, paragraph 2</li> </ul>
	<p>6. How does Brian react after he takes the quills out of his leg?</p>	<p>He starts to feel overwhelmed again and thinks that he just can’t endure it all. He cries for a long time.</p>	<ul style="list-style-type: none"> <li>● Page 77, paragraph 1</li> </ul>
	<p>7. How does Brian’s experiences with the animals change him?</p>	<p>He decides that he needs to be better protected. He decides to keep his hatchet close by at all times, but to also build a weapon that he can use to push animals away or use from a distance.</p>	<ul style="list-style-type: none"> <li>● Page 73,, paragraph 3</li> <li>● Page 80, paragraph 1</li> </ul>
	<p>8. Have Brian’s feelings about the hatchet changed since the beginning of the book?</p>	<p>Yes. In the beginning, he does not like the hatchet and thinks it is ridiculous. Now, he thinks the hatchet is his most important tool and the “key to it all”. He even buffs out a nick on it.</p>	<ul style="list-style-type: none"> <li>● Page 79,, paragraph 4</li> <li>● Page 80, paragraph 1</li> <li>● Page 80, paragraph 3 and 4</li> </ul>
	<p>9. How does Brian get the idea to use the hatchet to start a fire?</p>	<p>He noticed the sun shining off of the hatchet blade and remembered that it produced sparks when he threw it at the porcupine.</p>	<ul style="list-style-type: none"> <li>● Page 80, paragraph 3 and 4</li> </ul>

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

### Lesson Overview

Lesson Number	Lesson 10: What important changes are happening to Brian?	Modified Lesson Overview
Description	<p>In this lesson, students read Chapter 6 and part of Chapter 7 with a partner while annotating with sticky notes to keep track of how Brian is growing and changing. Students summarize what they have read in their reading journal handout</p>	<p>In this lesson, students read Chapter 6 and part of Chapter 7 while keeping track of main events and Brian’s responses to analyze how Brian is growing and changing. Students summarize what they have read.</p> <p><a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story</p> <p><a href="#">LC.RL.6.2c</a> Summarize a text from beginning to end in a few sentences without including personal opinions.</p>
Let’s Express Our Understanding	<p>Respond to the following questions in your reading journal handout:</p> <ul style="list-style-type: none"> <li>■ What is the most important challenge Brian has faced in chapters 6 and 7?</li> <li>■ How does Brian respond to this challenge?</li> <li>■ Why is this challenge important?</li> </ul>	<p>Respond to the following questions:</p> <ul style="list-style-type: none"> <li>● What is the most important challenge Brian has faced in chapters 6 &amp; 7?</li> <li>● How does Brian respond to this challenge?</li> <li>● Why is this challenge important?</li> <li>● What will a fire provide for Brian?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify challenges that Brian faces and explain how Brain responds to them?</li> <li>● Can students read and comprehend the story?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify challenges that Brian faces and explain how Brain responds to them?</li> </ul>

			<ul style="list-style-type: none"> <li>● Can students read or be read to and comprehend the story?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 11: How does a character change when faced with challenges?	Modified Lesson Overview
Description	In this lesson, students read the rest of Chapter 7 and 8 independently and annotate to keep track of how Brian is growing and changing. Students summarize what they have read in the reading journal handout.	<p>In this lesson, students read the rest of Chapter 7 and Chapter 8 while keeping track of main events and Brian’s responses to analyze how Brian is growing and changing. Students summarize what they have read.</p> <p><b><u>LC.RL.6.1b</u></b> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story</p> <p><b>LC.RL.6.2c</b> Summarize a text from beginning to end in a few sentences without including personal opinions.</p>

Let's Express Our Understanding	Pretend that chapters 6-8 are going to be turned into a movie. <ul style="list-style-type: none"> <li>■ Use your annotations to write the blurb that will go on the back of the DVD box to summarize the movie.</li> <li>■ Write your blurb in your reading journal handout.</li> </ul>		Pretend that chapters 6-8 are going to be turned into a movie. <ul style="list-style-type: none"> <li>● Use your main events and responses t-chart to write a summary about Hatchet that can go on a DVD box.</li> <li>● Create a permanent product of your summary in your reading journal.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify challenges that Brian faces and explain how Brian responds to them?</li> <li>● Can students annotate the text to identify important events in the story?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify important events in the story?</li> <li>● Can students identify challenges that Brian faces and explain how Brian responds to them?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b)             <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 12: How does Paulsen develop Brian's point of view?	<b>Modified Lesson Overview</b>
Description	In this lesson, students reread specific passages of <i>Hatchet</i> to analyze how Brian's emotions change and explain how Brian is developing rules for survival. Students discuss how Gary Paulsen develops Brian's point of view as a whole class.	<p>In this lesson, students reread specific passages of <i>Hatchet</i> to analyze how Brian's emotions change and explain how Brian is developing rules for survival. Students discuss how Gary Paulsen develops Brian's point of view as a whole class.</p> <p><a href="#">LC.RL.6.6a</a> Determine the narrative point of view.</p>

			<b>LC.RL.6.6c</b> Explain how an author develops the point of view of the narrator or speaker in a text.
Let's Express Our Understanding	How does Gary Paulsen develop the point of view in <i>Hatchet</i> ?		How does Gary Paulsen develop the point of view in <i>Hatchet</i> ?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain how Brian's emotions and views about survival have changed?</li> <li>• Can students explain how point of view is developed in the chapters?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify key words from the 3rd person point of view. (e.g. he, his, Brian, him)</li> <li>• Can students identify that the point of view is from the author Gary Paulson.</li> <li>• Can students explain how Brian's emotions and views about survival have changed?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading journal handout</li> <li>• Character emotions graphic organizer</li> <li>• Sticky notes</li> <li>• Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>• Student friendly definitions</li> <li>• Paired/partner reading</li> <li>• Choral reading</li> <li>• Echo reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>Hatchet</i></li> <li>• Assistive Technology</li> <li>• Additional Supports for Diverse Learners specific for Section 04 of Grade 06 <i>Hatchet</i></li> <li>• Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>• Writing rubric/criteria for development and evaluation of a response</li> <li>• Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.6a) <ul style="list-style-type: none"> <li>○ Sort cards</li> <li>○ Read aloud texts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 13: Writing a narrative	Modified Lesson Overview
Description	In this lesson, students discuss how a text changes when the point of view changes. Students write a narrative based on the events in	In this lesson, students discuss how a text changes when the point of view changes. Students write a narrative based on the

	<i>Hatchet</i> but change it from the third person to the first person point of view	events in <i>Hatchet</i> but change it from the third person to the first person point of view  <a href="#">LC.RL.6.6a</a> Determine the narrative point of view.  <b>LC.RL.6.6b</b> Identify and describe how the narrative point of view influences the reader's interpretation.	
Let's Express Our Understanding	Write a paragraph using your plan in your reading journal handout.	Write a paragraph about one main event from <i>Hatchet</i> . Include Brian's response to the event, and details about how he felt. Replace 3rd person point of view key words with 1st person point of view words. Share your paragraph with the class.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how changing the point of view story of change how the reader understands the story?</li> <li>● Can students change an event from third person to first person by changing pronouns and by changing details to reflect the characters perception?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students change an event from third person to first person by changing pronouns and by changing details to reflect the characters perception?</li> <li>● Can students explain how changing the point of view story of change how the reader understands the story?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Point of view exemplar handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> <li>● Conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 04 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.6a) <ul style="list-style-type: none"> <li>○ Sort cards</li> <li>○ Read aloud texts</li> <li>○ Read aloud texts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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**Section Overview**

Section Number	Section 5	<b>Modified Section Overview</b>
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Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “Based on what you know about Brian so far, do you think he will survive? Why or why not? What evidence in the text makes you think this?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian’s actions aid or hinder his survival. This prepares students to analyze the impact of a character’s actions on the plot of the story.</p> <p>Students also demonstrate their develop a response and use conventions to produce clear writing. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Brian’s actions and the impact that they have on the plot?</li> <li>● How well does the student identify the survival skills that Brian is learning and utilizing?</li> <li>● How well does the student identify themes within the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence?</li> <li>● How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text.</li> </ul>	<p>Students write a response to the question: “Based on what you know about Brian so far, do you think he will survive? Why or why not? What evidence in the text makes you think this?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian’s actions aid or hinder his survival. This prepares students to analyze the impact of a character’s actions on the plot of the story.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Brian’s actions in response to main events and the impact that they have on the plot?</li> <li>● How well does the student identify the survival skills that Brian is learning and utilizing?</li> <li>● How well does the student identify themes within the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student utilize a template to introduce a claim and organize the reasons and evidence clearly?</li> <li>● How well does the student support a claim with clear reasons and relevant evidence?</li> <li>● How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text?</li> </ul>

Section Length	2 lessons	2 lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “dormant”</li> <li>○ “intensity”</li> <li>○ “literally”</li> </ul> </li> <li>● Access the Language Links for Lessons 14 and 15 in the <a href="#">appendix</a>.</li> <li>● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “The red glow moved from the sparks themselves into the bark, moved and grew and became worms, glowing red worms that crawled up until there was a pocket of red as big as a quarter, a glowing red coal of heat.”</li> <li>○ “His stomach tightened and rolled and made noise as he looked at the eggs, as if his stomach belonged to somebody else or had seen the eggs with its own eyes and was demanding food.”</li> <li>○ “As his stomach moved toward his backbone he became less and less fussy.”</li> </ul> </li> </ul> <p><b>Support for Meaning</b></p> <ul style="list-style-type: none"> <li>● With Lesson 14, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> <li>○ <b>Scenario One: Students select a correct portion of the text.</b> Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 05 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

answer to the question.

- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. Describe the trials and errors that Brain experienced when he was trying to start the fire.	- knew he needed kindling -tried to use grass and twigs -tried to use the \$20 bill. -used birch bark -cut the bark into fine bits little bundle -realized he had to provide
2. How does Brian feel about the fire?	He calls it his friend and got was proud of it and it made more secure. It was impor



	3. What unexpected benefits of having a fire did Brian discover?	It helped keep the mosquitos and bugs away. He now has a way to make a smoke signal	<ul style="list-style-type: none"> <li>• Page 90, paragraph 2 and 3</li> <li>• Page 90, paragraph 3 onto page 91</li> </ul>
	4. Why does Brian call himself a “city boy”?	He laughs at himself because he doesn’t know what kind of animal tracks he sees on the sand.	<ul style="list-style-type: none"> <li>• Page 93, paragraph 3</li> </ul>
	5. How does Brian feel about finding the eggs?	He feels rich in food, but was unsure about eating one raw.	<ul style="list-style-type: none"> <li>• Page 94, paragraph 4</li> <li>• Page 95, paragraph 1, 2, and 4</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> 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: <i>Hatchet</i> chapters 9 and 10, what survival skills is Brian utilizing?	<b>Modified Lesson Overview</b>
Description	In this lesson, students read Chapters 9 and 10 in pairs and annotate using sticky notes. Students discuss annotations as a whole class and respond to the day’s reading in their reading journal handout.	In this lesson, students read Chapter 9 and 10 and write down main events and Brian’s responses in their t-chart. Students discuss as a whole class and make a claim about Brian’s chances for survival.

		<a href="#">LC.RL.6.3b</a> Analyze a character's interactions throughout a story as they relate to conflict and resolution	
Let's Express Our Understanding	Respond to this question in your reading journal handout: <ul style="list-style-type: none"> <li>Based on what you know about Brian so far, do you think he will survive? Why or why not? What evidence in the text makes you think this?</li> </ul>	Respond to the question: <ul style="list-style-type: none"> <li>Based on what you know about Brian so far, do you think he will survive? Why or why not? What evidence in the text makes you think this? (e.g. what survival skills is he using?, does he have his basic needs met? etc.)</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students identify survival skills that Brian is using?</li> <li>Can students provide evidence such as details and examples from the text during a discussion with their partner?</li> </ul>	<ul style="list-style-type: none"> <li>Can students identify survival skills that Brian is using?</li> <li>Can students provide evidence such as details and examples from the text during a discussion with their partner?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Reading journal handout</li> <li>Sticky notes</li> <li>Paired/partner reading</li> <li>Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>Student friendly definitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Hatchet</i></li> <li>Assistive Technology</li> <li>Additional Supports for Diverse Learners specific for Section 05 of Grade 06 <i>Hatchet</i></li> <li>Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.3b) <ul style="list-style-type: none"> <li>Highlighters</li> <li>Text</li> <li>Sorts</li> <li>Read aloud texts</li> <li>Interactive white board</li> <li>Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 15: Theme in <i>Hatchet</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students reread and discuss specific passages of <i>Hatchet</i> to discuss what survival skills Brian is using and what themes or messages Gary Paulsen is conveying through these skills.	In this lesson, students reread and discuss specific passages of <i>Hatchet</i> to discuss what survival skills Brian is using and what themes or messages Gary Paulsen is conveying through these skills.

			<a href="#">LC.RL.6.2b</a> Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details
Let's Express Our Understanding	What themes are developing in <i>Hatchet</i> so far?		What themes are developing in <i>Hatchet</i> so far?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what skills Brian is using?</li> <li>● Can students determine a central idea or message from the text and support their reasoning during a discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what skills Brian is using?</li> <li>● Can students identify or determine a central idea or message from the text and support their reasoning during a discussion?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Identifying theme graphic organizer</li> <li>● Accountable talk</li> <li>● Teacher Talk Moves</li> <li>● Conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 05 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.2b) <ul style="list-style-type: none"> <li>○ Paper/Crayons</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Pictures, objects, or tactile representations to illustrate the theme or other important information</li> <li>○ Sentence strips that reflect text from the story</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding</li> </ul>

Section Overview		
Section Number	Section 6	<b>Modified Section Overview</b>
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>

<p>Assessment</p>	<p>Students discuss as a class a response to “What parts of the text support the idea that Brian is becoming more confident in his ability to survive?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the character’s confidence in his ability to survive has changed? This prepares students to analyze how a character changes in response to events in the text.</p> <p>Students also demonstrate their ability to develop a response and participate in a class discussion. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain what Brian is learning about himself?</li> <li>● How well does the student analyze how Unoka’s relationship with Okonkwo influences Okonkwo’s thoughts and actions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student support a claim with clear reasons and relevant evidence while maintaining the flow of ideas to develop and support arguments?</li> <li>● How well does the student analyze relationships among the details of a text and how they develop ideas?</li> <li>● How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text?</li> </ul>	<p>Students discuss as a class a response to “What parts of the text that describe Brian’s thoughts support the idea that Brian is becoming more confident in his ability to survive?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how the character’s confidence in his ability to survive has changed by comparing his responses to challenges from the beginning of the story to now. This prepares students to analyze how a character changes in response to events in the text.</p> <p>Students also demonstrate their ability to develop a response and participate in a class discussion. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain what Brian is learning about himself?</li> <li>● How well does the student compare Brian’s responses to challenges from the beginning of the story to now?</li> <li>● How well does the student identify Brian’s rules for survival?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student support a claim with clear reasons and relevant evidence while maintaining the flow of ideas to develop and support arguments?</li> <li>● How well does the student analyze relationships among the details of a text and how they develop ideas?</li> <li>● How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text?</li> </ul>
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Section Length	2 lessons	2 lessons
Additional Supports for Diverse Learners	<p>During the Section</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “Primitive”</li> <li>○ “Persistent”</li> <li>○ “Exulted”</li> <li>○ “comprised”</li> <li>○ “emerged”</li> <li>○ “concentrated”</li> </ul> </li> <li>● Access the Language Links for Lesson/Lessons 16 and 17 in the <a href="#">appendix</a>.</li> <li>● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “Forty-two days, he thought since he had died and been born as the new Brian.”</li> <li>○ “The wolf claimed all that was below him as his own, took Brian as his own.”</li> </ul> </li> </ul> <p><b>Support for Meaning</b></p> <ul style="list-style-type: none"> <li>● With Lesson 16, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> <li>○ <b>Scenario One: Students select a correct portion of the text.</b> Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.</li> <li>○ <b>Scenario Two: Students select a correct portion of the text, but they can’t answer the question.</b> Ask them what is</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 06 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).

○ **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. What does Brian mean when he says "it was a mental thing"?	He decided to clean his sh mundane and unimportant considering his dire circum did it solely because he wa depressed and needed som do.



	2. What physical and mental changes does Brian notice in himself?	<p>Physical: lost the weight around his sides, swelling is down, pain in leg is gone, his face was tan.</p> <p>Mental: He can see and hear differently. His body reacts when he senses something. He was starting to recognize things - like using the ripples in the water to know which direction the wind was coming from. Noticing more details in the animals and his surroundings.</p>	<ul style="list-style-type: none"> <li>• Page 99, paragraph 2 and 3</li> <li>• Page 89, paragraph 2</li> <li>• Page 90, paragraph 1 and 2</li> </ul>
	3. What does Brian learn when he watches the bird dive into the water?	That there are fish in the lake.	<ul style="list-style-type: none"> <li>• Page 102, paragraph 1 and 2</li> </ul>
	4. Brian fails the first time he tries to get fish and says that he will need to “invent” a bow and arrow. What does he mean?	He will have to use what he has in his shelter and around the lake to think of a way to make a bow and arrow.	<ul style="list-style-type: none"> <li>• Page 107, paragraph 1</li> </ul>
	5. What surprised Brian after he ate the turtle egg and raspberries?	He felt full. He never thought he would ever be able to feel that way again.	<ul style="list-style-type: none"> <li>• Page 108, paragraph 1</li> </ul>
	<ul style="list-style-type: none"> <li>• With Lesson 16, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.</li> </ul>		

- **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. How does Brian know that there was a wolf around? What does this show about Brian?	He listened to his body. He knew that something was there and he listened to that feeling.
2. How does Brian react when he sees the wolf? What does it tell us about him?	Brian stays calm, accepts that he is an equal part of nature, and respects the wolves as they pass.
3. How did Brian react when the plane turned around?	He became depressed and injured himself.

	4. How did he feel about how he reacted?	He hated that he reacted that way because it reminded him of the old Brian.	<ul style="list-style-type: none"> <li>Page 116, paragraph 4</li> </ul>
	5. Brian fails several times when he first tries to catch a fish with the bow and arrow. How does he adjust and finally catch his first fish?	He notices that the water makes the arrow look bent and remembers that water refracts. He realizes that he has to aim the arrow slightly below the fish rather than directly at it.	<ul style="list-style-type: none"> <li>Page 118, paragraph 5 and to page 119</li> </ul>
	6. How does he react when he finally catches his first fish?	He is filled with pride. He keeps going back to the lake throughout the day to get more fish and has a feast.	<ul style="list-style-type: none"> <li>Page 119, paragraph 2</li> <li>Page 120, paragraphs 1 and 3</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> 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 16: What is Brian learning about himself and survival?	<b>Modified Lesson Overview</b>
Description	In this lesson, students read Chapters 11 and 12 in pairs and annotate using sticky notes. Students discuss annotations as a whole class and respond to the day's reading in their reading journal handout.	In this lesson, students read Chapters 11 & 12 and add main events with Brian's responses to their t-chart. Students discuss the day's reading as a class.

		<a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	
Let's Express Our Understanding	Respond to these questions in your reading journal handout: <ul style="list-style-type: none"> <li>○ How will Brian react to the plane leaving?</li> <li>○ What evidence in the text makes you think this?</li> </ul>	Respond to these questions in your reading journal handout: <ul style="list-style-type: none"> <li>○ How do you think Brian will react to the plane leaving?</li> <li>○ What evidence in the text makes you think this?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian is becoming more confident in his survival abilities?</li> <li>● Can students provide evidence such as details and examples from the text during a written response?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students explain how Brian is becoming more confident in his survival abilities based on his reactions?</li> <li>● Can students provide evidence such as details and examples from the text?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Paired/partner reading</li> <li>● Teacher Talk Moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 06 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b)<ul style="list-style-type: none"><li>○ Highlighters</li><li>○ Text</li><li>○ Sorts</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul> |
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## Lesson Overview

Lesson Number	Lesson 17: Theme in <i>Hatchet</i>		Modified Lesson Overview
Description	In this lesson, students read chapter 13 independently. Students reread and discuss specific passages of <i>Hatchet</i> to identify how Brian has changed and how Gary Paulsen uses these changes to represent themes.		In this lesson, students read chapter 13. Students reread and discuss specific passages of <i>Hatchet</i> to identify how Brian has changed and how Gary Paulsen uses these changes to represent themes.  <a href="#">LC.RL.6.2b</a> Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details
Let's Express Our Understanding	How does Gary Paulsen develop the themes of <i>Hatchet</i> in Chapter 13?		How does Gary Paulsen develop the themes of <i>Hatchet</i> in Chapter 13?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian has changed as a result of his experience?</li> <li>● Can students explain how Gary Paulsen uses Brian's changes to develop the theme?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Brian has changed as a result of his experience? (Is Brian more confident/positive? Is Brian more frightened?)</li> <li>● Can students explain how Gary Paulsen uses Brian's changes to develop the theme?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Teacher Talk Moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 06 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.2b)<ul style="list-style-type: none"><li>○ Paper/Crayons</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, <u>frontloading</u></li><li>○ Pictures, objects, or tactile representations to illustrate the theme or other important information</li><li>○ Sentence strips that reflect text from the story</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>○ Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding</li></ul></li></ul> |
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Section Overview		
Section Number	Section 7	<b>Modified Section Overview</b>
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “How is Brian different now than before the plane crash?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how a character changes in response to events in the text. This prepares students to analyze how Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to develop a response and use evidence from the text to support their answer. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the explain Brian’s experience with “first meat”?</li> <li>● How well does the student analyze how Unoka’s relationship with Okonkwo influences Okonkwo’s thoughts and actions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students write a response to the question: “How is Brian different now than before the plane crash?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how a character changes in response to events in the text. This prepares students to analyze how Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to develop a response and use evidence from the text to support their answer. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain Brian’s experience with “first meat”?</li> <li>● How well does the student identify and analyze Brian’s memories?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>



	<ul style="list-style-type: none"> <li>● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?</li> <li>● How well does the student identify the relationships of words to determine meaning and correct use, including recognizing patterns of word changes and analyzing nuances of words with similar meanings?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?</li> <li>● How well does the student identify the relationships of words to determine meaning and correct use, including recognizing patterns of word changes and analyzing nuances of words with similar meanings?</li> </ul>
Section Length	2 lessons	2 lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “Intent</li> <li>○ “Patient”</li> </ul> </li> <li>● Access the Language Links for Lesson/Lessons 18 and 19.</li> </ul> <p><b>Support for Meaning</b></p> <ul style="list-style-type: none"> <li>● With Lesson 18, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> <li>○ <b>Scenario One: Students select a correct portion of the text.</b> Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.</li> <li>○ <b>Scenario Two: Students select a correct portion of the text, but they can’t answer the question.</b> Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 07 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

definition of an unknown word or phrase or use the language supports in this document).

○ **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer	Evidence
1. How does Brian measure time?	He made marks on the stone, but he also measures time by the events that happen.	<ul style="list-style-type: none"><li>• Page 129 paragraph</li></ul>
2. Why do the foolbirds exasperate Brian ?	They were everywhere, but he had a hard time noticing them in the brush. They were well camouflaged. They startled him because they did not fly away until he was nearly on top of them.	<ul style="list-style-type: none"><li>• Page 130 paragraph</li><li>• Page 131 paragraph</li></ul>
3. How does Brian learn to see the birds in the trees and	He looks for their shape	<ul style="list-style-type: none"><li>• Page 133 paragraph</li></ul>

	brush?			
	4. Brain fails the first time he tries to get fish and says that he will need to “invent” a bow and arrow. What does he mean?	He will have to use what he has in his shelter and around the lake to think of a way to make a bow and arrow.	<ul style="list-style-type: none"> <li>• Page 107, paragraph 1</li> </ul>	
	5. What surprised Brian after he ate the turtle egg and raspberries?	He felt full. He never thought he would ever be able to feel that way again.	<ul style="list-style-type: none"> <li>• Page 108, paragraph 1</li> </ul>	
<p>The <a href="#">Supports Flow Chart</a> 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: How has Brian changed?	<b>Modified Lesson Overview</b>
Description	In this lesson, students read Chapter 15 with a partner, focusing on annotating and analyzing the language used to describe Brian’s experience with “first meat” and how this experience influences Brian. Students analyze and respond to the day’s reading in their reading journal handout.	In this lesson, students read Chapter 15 and analyze the language used to describe Brian’s experience with “first meat” and how this experience influences Brian. Students respond to a question to express understanding.  <a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words,

		interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	
Let's Express Our Understanding	Respond to this question in your reading journal handout: <ul style="list-style-type: none"> <li>How is Brian different now than before the plane crash? Support your ideas with evidence from the text.</li> </ul>	Respond to the following question: <ul style="list-style-type: none"> <li>How is Brian different now than before the plane crash? (feelings, motivations, responses to main ideas, outlook, basic needs, ect.) Support your ideas with evidence from the text.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain Brian's experience in "first meat"?</li> <li>Can students explain the impact of author's word choice on the reader?</li> </ul>	<ul style="list-style-type: none"> <li>Can students explain Brian's experience in "first meat" and why he responded so strongly?</li> <li>Can students identify the ways Brian has changed so far?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Reading journal handout</li> <li>Sticky notes</li> <li>Teacher Talk Moves</li> <li>Paired/partner reading</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>Student friendly definitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Hatchet</i></li> <li>Assistive Technology</li> <li>Additional Supports for Diverse Learners specific for Section 07 of Grade 06 <i>Hatchet</i></li> <li>Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>Writing rubric/criteria for development and evaluation of a response</li> <li>Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>Highlighters</li> <li>Text</li> <li>Sorts</li> <li>Read aloud texts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (eg., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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<b>Lesson Overview</b>		
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Lesson Number	Lesson 19: Memory Moments	<b>Modified Lesson Overview</b>
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Description	<p>In this lesson, students reread Chapter 15 with a partner, and use a graphic organizer to record and analyze Brian’s “memory moments.” Students then discuss how these moments support the themes in <i>Hatchet</i>.</p>		<p>In this lesson, students reread Chapter 15, and use a graphic organizer to record and analyze Brian’s “memory moments.” Students then discuss how these moments support the themes in <i>Hatchet</i>.</p> <p><b>LC.RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
Let’s Express Our Understanding	<p>Respond to this question in your reading journal handout:</p> <ul style="list-style-type: none"> <li>■ How do the memory moments support the themes in <i>Hatchet</i>?</li> </ul>		<p>Respond to this question in your reading journal handout:</p> <ul style="list-style-type: none"> <li>■ How do the memory moments support the themes in <i>Hatchet</i>? <ul style="list-style-type: none"> <li>○ When has Brian remained positive? When has he slowed down and thought before acting?</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify “memory moments” within the text?</li> <li>● Can students explain how the author uses memory moments to support the theme?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify “memory moments” within the text?</li> <li>● Can students explain how the author uses memory moments to support the theme?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Memory moment graphic organizer</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> <li>● Accountable talk</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 07 of Grade 06 <i>Hatchet</i></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.5) <ul style="list-style-type: none"> <li>○ Read aloud texts</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Section Overview		
Section Number	Section 8	Modified Section Overview

Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “How does Brian’s changing attitude toward the hatchet show the development of his approach to survival?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian changes throughout the text. This prepares students to analyze how a character changes in response to events and determine if Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student analyze how Brian shows his feelings towards survival?</li> <li>• How well does the student analyze how Brian’s feelings towards the hatchet reflect his changing attitude towards survival?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student student respond to questions to demonstrate understanding of texts and topics?</li> <li>• How well does the student analyze relationships among the details of a text and how they develop ideas?</li> </ul>	<p>Students write a response to the question: “How does Brian’s attitude of the hatchet change from the beginning to the end of the story? What is Brian’s attitude about survival at the end of the story?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian changes throughout the text. This prepares students to analyze how a character changes in response to events and determine if Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write a multiparagraph essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify and analyze how Brian shows his feelings towards survival?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student respond to questions to demonstrate understanding of texts and topics?</li> <li>• How well does the student analyze relationships among the details of a text and how they develop ideas?</li> </ul>
Section Length	3 lessons	2 lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>• Teach the following words and phrases in this section.</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>Hatchet</i></li> </ul>



Use the protocol for explicitly teaching vocabulary and example/examples included in the [appendix](#).

- “Vertical”
- “Surge”
- Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the [appendix](#).
- “He yelled it, choked on it, a snarl-cry of rage at his own carelessness.”
- “But now his lungs were ready to explode and he had flashes of color in his brain, explosions of color, and he would have to take a pull of water, take it into his lungs and just as he opened his mouth to take it in, to pull all the water in the lake his head blew out of the surface and into the night.”

#### Support for Meaning

- With Lesson 20, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
- **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
- **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a

- [Louisiana Connectors](#)
- Essential ElementsCards - [Grades 6-8 Literature](#)
- Student Response Modes - [ELA](#)
- IEP Goals
- Assistive Technology
- Additional Supports for Diverse Learners specific for Section 08 of Grade 06 *Hatchet*
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., passage- or text-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. What is important about the plane's tail sticking out of the water?	The survival pack was in the
2. How does Brian show patience?	He remembers to stop and think though he has to take the time to make a new bow and arrow. He knows that a bow and arrow are essential for survival.  He decides to turn back around the next morning.
3. How does Brian show that he has changed when he struggles to build a raft?	He doesn't get frustrated like he would have. He takes a step back and thinks about the project. He realizes that patience and common sense is all you need to survive.

- With Lesson 21, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
  - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence.

Ask them to explain how that evidence supports the answer to the question.

- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. How does Brian's response to when the hatchet falls into the water show that he has changed?	He brushed aside his self-work trying to retrieve it.

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

## Lesson Overview

Lesson Number	Lesson 20: How does Brian continue to show he has learned lessons about survival?		Modified Lesson Overview
Description	In this lesson, students read Chapter 17 with a partner, focusing on annotating to understand how Brian continues to show he has learned lessons about survival. Students respond to the day's reading in their reading log handout and discuss as a whole class.		In this lesson, students read Chapter 17, focusing on understanding how Brian continues to show he has learned lessons about survival. Students respond to a question and discuss as a class.  <a href="#">LC.RL.6.1c</a> Use the specific details from the text to support inferences and explanations about plot development
Let's Express Our Understanding	Review your annotations and then participate in a whole group discussion. <ul style="list-style-type: none"> <li>■ How does Brian continue to show he has learned lessons about survival?</li> </ul>		Participate in a whole group discussion and respond to the question: <ul style="list-style-type: none"> <li>● Does Brian have survival skills? How do you know? Support your answer with evidence from the text.</li> <li>● What lessons has Brian learned about survival?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian responds to setbacks?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify and explain how Brian responds to setbacks in the t-chart?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Discussion reflection handout</li> <li>● Sticky notes</li> <li>● Teacher Talk Moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definition</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 08 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>

	<ul style="list-style-type: none"><li>● Accountable talk</li><li>● Paired/partner reading</li></ul>		<ul style="list-style-type: none"><li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li><li>● Writing rubric/criteria for development and evaluation of a response</li><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1c)<ul style="list-style-type: none"><li>○ Reflective journals</li><li>○ Blank paper/crayons</li><li>○ Chapter books</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul>
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Lesson Overview		
Lesson Number	Lesson 21: <i>Hatchet</i> chapter 18 - analyzing hatchet references	Modified Lesson Overview
Description	In this lesson, students read Chapter 18 with a partner, and annotate with a focus on what happens to the hatchet and how Brian feels about the hatchet. Students use a graphic organizer to record and analyze references to the hatchet throughout the text and briefly discuss these references.	In this lesson, students read Chapter 18 and focus on what happens to the hatchet and how Brian feels about the hatchet. Students use a graphic organizer to record and analyze references to the hatchet throughout the text.  <a href="#">LC.RL.6.1b</a> Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story
Let's Express Our Understanding	Review your responses in the graphic organizer and respond to this question: <ul style="list-style-type: none"> <li>■ Based on your rereading so far, how would you describe Brian's overall feelings about the hatchet?</li> </ul>	Review your responses in the graphic organizer and respond to this question: <ul style="list-style-type: none"> <li>■ Based on your rereading so far, how would you describe Brian's overall feelings about the hatchet?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian's feelings towards the hatchet have changed?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students explain how Brian's feelings towards the hatchet have changed? How did he feel about the Hatchet when his mom gave it to him? How does he feel about it now? Why have his views changed?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>

Text(s)	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Hatchet reference graphic organizer</li> <li>● Sticky notes</li> <li>● Paired/partner reading</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definition</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 08 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	Lesson 22: Analyzing hatchet references	<b>Lesson is Optional</b>
Description	In this lesson, students continue to use a graphic organizer to analyze the references to the hatchet throughout the text. Students discuss these references as a whole class and then write a CER paragraph.	
Let's Express Our Understanding	Respond to the question below in the reading journal handout. Use the CER format for your response. <ul style="list-style-type: none"> <li>■ How does Brian's changing attitude toward the hatchet show the development of his approach to survival?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian's attitude towards the hatchet reflects his attitude towards survival?</li> <li>● Can students develop a claim, provide evidence, and such as details and examples from the video during a discussion?</li> </ul>	
Text(s)	<i>Hatchet</i> by Gary Paulsen	



Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Hatchet reference graphic organizer</li> <li>● CER paragraph frame</li> <li>● Conversation stems</li> <li>● Accountable talk</li> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> </ul>

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “How has Brian evolved from Chapter 1 to the Epilogue?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian changes in response to events in the text. This prepares students to analyze how Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p>	<p>Students write a response to the question: “How has Brian evolved from Chapter 1 to the Epilogue?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how Brian changes in response to events in the text. This prepares students to analyze how Brian’s actions aid or hinder his survival.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p>

	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Brian’s emotions when he unpacks the supplies from the plane?</li> <li>● How well does the student analyze how Brian has changed since the beginning of the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?</li> <li>● How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations?</li> </ul>	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Brian’s emotions when he unpacks the supplies from the plane?</li> <li>● How well does the student analyze how Brian has changed since the beginning of the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?</li> <li>● How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations?</li> </ul>
Section Length	1 lesson	1 lesson
Additional Supports for Diverse Learners	<p>During the Section:</p> <p><b>Support for Language</b></p> <ul style="list-style-type: none"> <li>● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the <a href="#">appendix</a>. <ul style="list-style-type: none"> <li>○ “encased”</li> <li>○ “locally”</li> <li>○ “eventually”</li> </ul> </li> </ul> <p><b>Support for Meaning</b></p> <ul style="list-style-type: none"> <li>● With Lesson 23, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> <li>○ <b>Scenario One: Students select a correct portion of the text.</b> Point out or ask them to point out specific evidence. Ask them to explain how</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 09 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

that evidence supports the answer to the question.

- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. How does Brian feel when he opens the pack?	He feels incredibly rich and feels as if he has found a treasure chest full of presents.
2. Why does Brian have a different reaction to the rifle and the lighter?	He feels that they change it too easy for him and he remain as focused and aware.
3. How does Brian's body change after his rescue?	He gains back some body mass that he was slender for several years.

	4. How does Brian change mentally and emotionally?	He thinks before he speaks now. He became more observant.	now. He	Page 178, paragraph 3	
The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.					

Lesson Overview		
Lesson Number	Lesson 23: The significance of the title “Hatchet”	Modified Lesson Overview
Description	In this lesson, the teacher reads aloud Chapter 19 and the Epilogue. Students engage in discussion after each section and have a final discussion where they reflect on the significance of the title “Hatchet”.	In this lesson, students read Chapter 19 and the Epilogue as a whole class. Students engage in discussion after each section and have a final discussion where they reflect on the significance of the title “Hatchet.”  <a href="#">LC.RL.6.1c</a> Use the specific details from the text to support inferences and explanations about plot development.
Let’s Express Our Understanding	Jot your thoughts in your reading journal handout, then share out whole group in response to this question: <ul style="list-style-type: none"> <li>■ How has Brian evolved from Chapter 1 to the Epilogue?</li> </ul>	Respond to the question and discuss as a class: <ul style="list-style-type: none"> <li>● How has Brian evolved from Chapter 1 to the Epilogue? <ul style="list-style-type: none"> <li>○ Use your main events and Brian’s responses t-chart to guide discussion.</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Brian has changed?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify and explain how Brian has changed?</li> <li>● Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>
Text(s)	<i>Hatchet</i> by Gary Paulsen	<i>Hatchet</i> by Gary Paulsen

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading journal handout</li> <li>● Discussion reflection handout</li> <li>● Sticky notes</li> <li>● Teacher talk moves</li> <li>● Accountable talk</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Hatchet</i></li> <li>● Student friendly definitions</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 09 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.1c) <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Blank paper/crayons</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Section Overview		
Section Number	Section 10	Modified Section Overview
Description	Hatchet	Original and adapted versions of <i>Hatchet</i>
Assessment	<p>Students write a response to the question: “What did Brian do to aid or hinder his survival? Does Hatchet have instructional value as a survival guide?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the actions of a character in response to events and how a character’s actions impact the plot of the text. This prepares students to analyze how a character’s actions impact the plot of the text. Students also compare information gained from a literary text to information gained from an informational text.</p>	<p>Create a permanent product that makes a claim about whether <i>Hatchet</i> has instructional value as a survival guide and what actions Brian did to aid or hinder his survival. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Match key events/challenges with the solutions in the beginning, middle and end of the story.</li> <li>● Select two events from <i>Hatchet</i> and describe what does Brian does or does not do to stay alive.</li> <li>● Explain what he could have done to improve his situation.</li> <li>● Describe what Brian’s actions (or inactions) tell us about survival.</li> </ul>

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 multiparagraph essay.

**Reading/Knowledge Look Fors:**

- How well does the student analyze Brian’s actions and reactions during events in the text?
- How well does the student compare Brian’s actions in the text with the recommendations made in “Survival by the Numbers”?
- How well does the student analyze the suitability of *Hatchet* as a survival guide?

**Writing/ELA Skill Look Fors:**

- How well does the student publish writing using effective formatting, style, and citations to present ideas for specific audiences and purposes?
- 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 use transitions to clarify relationships and create a coherent organization for arguments, analyses, explanations, narratives, and presentations?
- How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations?

Your permanent product should explain what Brian does during one specific event to aid or hinder his survival. Cite several pieces of textual evidence, including direct quotations and page numbers. Conclude with a claim and providing clear reasons and evidence about the instructional value of *Hatchet*. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

**LC.RL.6.1a** Refer to details and examples in a text when explaining what the text says explicitly.

**LC.RL.6.1b** Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.

**Reading/Knowledge Look Fors:**

- How well does the student analyze Brian’s actions and reactions during events in the text?
- How well does the student compare Brian’s actions in the text with the recommendations made in “Survival by the Numbers”?
- How well does the student analyze the suitability of *Hatchet* as a survival guide?

**Writing/ELA Skill Look Fors:**

- How well does the student publish writing using effective formatting, style, and citations to present ideas for specific audiences and purposes?
- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

		<ul style="list-style-type: none"> <li>● How well does the student use transitions to clarify relationships and create a coherent organization for arguments, analyses, explanations, narratives, and presentations?</li> <li>● How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations?</li> </ul>
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> 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 24: Culminating Writing Task - Planning to write		Modified Lesson Overview
Description	In this lesson, students review the cumulative writing task and begin the task by choosing an event from <i>Hatchet</i> , reading “Survival by the Numbers” and completing a graphic organizer to evaluate Brian’s decisions during the event they chose.		In this lesson, students review the cumulative writing task and begin the task by choosing an event from <i>Hatchet</i> , or an <a href="#">adapted version</a> as needed , reading “Survival by the Numbers” and completing a graphic organizer to evaluate Brian’s decisions during one event they chose.  <a href="#">LC.RL.6.9</a> Compare texts from different genres that have a similar theme or address the same topic.
Let’s Express Our Understanding	Complete the graphic organizer to compare Brian’s actions and decisions to the advice in “Survival by the Numbers.”		Complete the graphic organizer to compare Brian’s actions and decisions to the advice in “Survival by the Numbers.”
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify Brian’s actions and reactions during a chosen event in the text?</li> <li>● Can students compare Brian’s actions with the advice provided in “Survival by the Numbers”?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify Brian’s actions and reactions during a chosen event in the text?</li> <li>● Can students compare Brian’s actions with the advice provided in “Survival by the Numbers”?</li> </ul>
Text(s)	“Survival by the Numbers” by Peter Kummerfeldt <i>Hatchet</i> by Gary Paulsen		“Survival by the Numbers” by Peter Kummerfeldt <i>Hatchet</i> by Gary Paulsen
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> </ul>

	handout	<ul style="list-style-type: none"><li>● Choral reading</li><li>● Echo reading</li></ul>	<ul style="list-style-type: none"><li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li><li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li><li>● Writing rubric/criteria for development and evaluation of a response</li><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.9)<ul style="list-style-type: none"><li>○ Texts about the same topic in different genres.</li><li>○ Venn Diagram</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlighted text</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li></ul></li></ul>

## Lesson Overview

Lesson Number	Lesson 25: Culminating Writing Task - Planning to write, part 2		Modified Lesson Overview
Description	<p>In this lesson, students brainstorm to develop a thesis statement, three reasons to support their thesis, and find text evidence. Students prepare an outline for the essay.</p>		<p>In this lesson, students brainstorm to develop a thesis statement, three reasons to support their thesis, and find text evidence. Students complete a template to prepare an outline for the essay.</p> <p><b>LC.W.6.1b</b> Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p><b>LC.W.6.1c</b> Support the claim with clear reasons and relevant evidence from credible sources.</p>
Let's Express Our Understanding	Complete the outline in preparation for writing the essay.		Complete the outline in preparation for writing the essay.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students provide three reasons to support their thesis?</li> <li>● Can students identify text evidence that supports their reasons?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students provide three reasons to support their thesis?</li> <li>● Can students identify text evidence that supports their reasons?</li> </ul>
Text(s)	<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>		<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming handout</li> </ul>	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> </ul>

	<ul style="list-style-type: none"><li>● Conversation stems</li><li>● Teacher talk moves</li></ul>		<ul style="list-style-type: none"><li>● <a href="#">English Language Arts Guidebook Reading Support</a></li><li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li><li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a><ul style="list-style-type: none"><li>○ Reflective journals</li><li>○ Coding sheets</li><li>○ Pencils/notebooks</li><li>○ Chapter books</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlight and review unfamiliar words in the text.</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 26: Culminating Writing Task - Drafting	Modified Lesson Overview
Description	In this lesson, students begin drafting their essay.	In this lesson, students begin drafting their essay.  <b>LC.W.6.1c</b> Support the claim with clear reasons and relevant evidence from credible sources.  <b>LC.W.6.1d</b> Use words, phrases, and clauses to link the claim and reasons
Let's Express Our Understanding	Continue drafting the essay.	Continue drafting the essay using a writing template.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> <li>● Can students group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations. provide evidence such as details and examples from the video during a discussion?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students integrate relevant quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> <li>● Can students group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations. provide evidence such as details and examples from the video during a discussion?</li> </ul>

Text(s)	<p>“Survival by the Numbers” by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>		<p>“Survival by the Numbers” by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming handout</li> <li>● Writing rubric</li> <li>● Notebook paper</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Coding sheets</li> <li>○ Pencils/notebooks</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlight and review unfamiliar words in the text.</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

Lesson Overview		
Lesson Number	Lesson 27: Culminating Writing Task - Revising for transitions	<b>Modified Lesson Overview</b>
Description	In this lesson, students practice using transition words and then apply it by revising their draft essay.	<p>In this lesson, students practice using transition words and then apply it by revising their draft essay.</p> <p><a href="#">LC.W.6.2e</a> Use transitional words, phrases, and clauses that connect ideas.</p>

			<b>LC.RL.6.10a</b> Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Continue back to your draft essay and identify places to add or change a transition.</li> <li>■ Revise your draft essay by adding or changing the transitions.</li> </ul>		<ul style="list-style-type: none"> <li>● Review and identify examples of transition words and phrases.</li> <li>● Identify places on the writing template to add or change a transition.</li> <li>● Revise your draft essay by adding or changing the transition.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use transitions to clarify relationships and create a coherent organization for arguments, analyses, explanations, narratives, and presentations.</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify and use transitions to clarify relationships and create a coherent organization for arguments, analyses, explanations, narratives, and presentations.</li> </ul>
Text(s)	<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>		<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Draft essay</li> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming handout</li> </ul>	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>



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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.10)<ul style="list-style-type: none"><li>○ Reflective journals</li><li>○ Coding sheets</li><li>○ Pencils/notebooks</li><li>○ Chapter books</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlight and review unfamiliar words in the text.</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul> |
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			<ul style="list-style-type: none"> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

**Lesson Overview**

Lesson Number	Lesson 28: Culminating Writing Task - Revising	Modified Lesson Overview
Description	In this lesson, students practice expanding and combining sentences then apply it by revising their draft essay.	<p>In this lesson, students practice expanding and combining sentences then apply it by revising their draft essay.</p> <p><a href="#">LC.W.6.2f</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>LC.RL.6.10a</b> Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.</p>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Continue revising by expanding and combining sentences using the conjunctions "and" and "but."</li> </ul>	<ul style="list-style-type: none"> <li>● Continue revision by expanding and combining sentences using the conjunctions "and" and "but."</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students combine sentences by including conjunctions?</li> <li>● Can students use a variety of sentence lengths throughout their essay?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students combine sentences by including conjunctions?</li> <li>● Can students use a variety of sentence lengths throughout their essay?</li> </ul>
Text(s)	"Survival by the Numbers" by Peter Kummerfeldt	"Survival by the Numbers" by Peter Kummerfeldt

	<i>Hatchet</i> by Gary Paulsen		<i>Hatchet</i> by Gary Paulsen
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Draft essay</li> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming handout</li> </ul>	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Essential ElementsCards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.10) <ul style="list-style-type: none"> <li>○ Reflective journals</li> <li>○ Coding sheets</li> <li>○ Pencils/notebooks</li> <li>○ Chapter books</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlight and review unfamiliar words in the text.</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

Lesson Overview		
Lesson Number	Lesson 29: Culminating Writing Task - Publishing	<b>Modified Lesson Overview</b>
Description	In this lesson, students publish their essays.	<p>In this lesson, students publish their essays.</p> <p><a href="#">LC.W.6.2a</a> 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.</p>

			<b>LC.RL.6.10a</b> Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Write a final draft.</li> <li>■ Ensure you: <ul style="list-style-type: none"> <li>○ State your claim and support your argument with evidence and reasoning.</li> <li>○ Include transitions and varying sentence length.</li> <li>○ Use grade-appropriate grammar and language.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Write a final draft.</li> <li>● Ensure you: <ul style="list-style-type: none"> <li>○ State your claim and support your argument with evidence and reasoning.</li> <li>○ Include transitions and varying sentence length.</li> <li>○ Use grade-appropriate grammar and language.</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students edit their essay?</li> <li>● Can students publish their essay?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students edit their essay?</li> <li>● Can students publish their essay?</li> </ul>
Text(s)	<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>		<p>"Survival by the Numbers" by Peter Kummerfeldt  <i>Hatchet</i> by Gary Paulsen</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Draft essay</li> <li>● Culminating Writing Task directions</li> <li>● Culminating Writing Task brainstorming handout</li> <li>● ELA Guidebook grammar guide</li> </ul>	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Hatchet</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 10 of Grade 06 <i>Hatchet</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words and high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards - <a href="#">Grades 6-8 Literature</a> (LC.RL.6.10)<ul style="list-style-type: none"><li>○ Reflective journals</li><li>○ Coding sheets</li><li>○ Pencils/notebooks</li><li>○ Chapter books</li><li>○ Read aloud texts</li><li>○ Interactive white board</li><li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>○ Graphic organizers</li><li>○ Highlight and review unfamiliar words in the text.</li><li>○ Preview of the text, illustrations, and details, frontloading</li><li>○ Pictures, objects, or tactile representations to illustrate the key details</li><li>○ Sentence strips that reflect text from the story that supports the key details</li><li>○ Videos or story boards/cards of the story for visual supports</li><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul> |
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			<ul style="list-style-type: none"> <li>○ Pre-program responses into assistive technology devices to facilitate student participation in discussions.</li> </ul>

**Section Overview**

Section Number	Section 11	<b>Section is Optional</b>
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Description	Hatchet
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Assessment	<p>Students write a response to the question: “Write a multiparagraph essay that examines the role of nature in Sam’s survival in the two chapters. Be sure to identify and explain how the place where Sam is living contributes to keeping him alive and content.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the interactions between the character and the setting and how the setting contributes to the plot.</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><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the setting contributes to the plot?</li> <li>● How well does the student analyze how the setting influences the character?</li> <li>● How well does the student read fluently to comprehend grade-level literary and informational texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze relationships among the details of a text and how they develop ideas?</li> <li>● How well does the student respond to questions to demonstrate understanding of texts and topics?</li> </ul>
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Section Length	2 lessons
Additional Supports for Diverse Learners	The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

Lesson Overview		
Lesson Number	Lesson 30: Cold-read task, Multiple Choice Questions	<b>Lesson is Optional</b>
Description	In this lesson, students read a new text to demonstrate their ability to read, understand, and express understanding of that text.	
Let's Express Our Understanding	You will have approximately 40 minutes to read the texts and answer questions 1-14.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>■ “In Which the Autumn Provides Food and Loneliness” and “In Which We All Learn About Halloween” from <i>My Side of the Mountain</i> by Jean Craighead George</li> <li>■ “Help Me Make it Through the Night – surviving a wilderness emergency” by Kelly Stangk</li> </ul>	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-read task</li> <li>• Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:



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Lesson Overview		
Lesson Number	Lesson 31: Read, understand, and express understanding of a new text	<b>Lesson is Optional</b>
Description	In this lesson, students read a new text to demonstrate their ability to read, understand, and express understanding of that text.	
Let's Express Our Understanding	You will have approximately 40 minutes to read the texts and answer question 15.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	
Text(s)	<ul style="list-style-type: none"> <li>■ “In Which the Autumn Provides Food and Loneliness” and “In Which We All Learn About Halloween” from <i>My Side of the Mountain</i> by Jean Craighead George</li> <li>■ “Help Me Make it Through the Night – surviving a wilderness emergency” by Kelly Stangk</li> </ul>	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Cold-read task</li> <li>● Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:

**Section Overview**

Section Number	Section 12	<b>Section is Optional</b>	
Description	Hatchet		
Assessment	<p>Students research a topic and create a multimedia presentation in response to the question: “What character trait contributes to the individual’s survival”. Students also summarize their selected story.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of how characters contribute to their survival. This prepares students to analyze how a character contributes to the plot of a story.</p> <p>Students also demonstrate their ability to research a topic, form a claim, and identify credible sources. This prepares students to develop a multimedia presentation.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student gather and record ideas, details, and evidence from various sources that are important for answering their questions or solving a problem?</li> <li>● How well does the student student evaluate the accuracy, relevance, credibility, and sufficiency of evidence in texts and discussions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and use an effective and efficient process to maintain work, materials, and time on tasks?</li> <li>● How well does the student effectively use multimedia to develop and support ideas in explanations and presentations?</li> <li>● How well does the student accurately credit source information?</li> </ul>		
Section Length	7 lessons		
Additional Supports for Diverse Learners	<p>The <a href="#">Supports Flow Chart</a> 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 32: Starting Research for Extension Task	<b>Lesson is Optional</b>
Description	In this lesson, students read a nonfiction text to prepare for the extension task, then break into groups and choose a topic for research.	
Let's Express Our Understanding	Write the following on an index card. Use one index card per group. <ul style="list-style-type: none"> <li>■ The names of the group members</li> <li>■ The group's top three choices of research topics</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students analyze the character traits of each character in the stories?</li> <li>● Can students student pay attention to and acknowledge others, thoughtfully considering their ideas?</li> </ul>	
Text(s)	<p>“Your Story: Are You a Survivor?”</p> <p>“The 25 Most Incredible Survival Stories”</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task handout</li> <li>● Teacher talk moves</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Student friendly definitions</li> <li>● Paired/partner reading</li> <li>● Choral reading</li> <li>● Echo reading</li> </ul>

## Lesson Overview

Lesson Number	Lesson 33: Conducting Research	<b>Lesson is Optional</b>
Description	In this lesson, students conduct research into the survival story they chose in order to summarize the event, make a claim about the main characteristic of the person that led to survival, provide textual evidence to support the claim, and provide bibliographic information.	
Let's Express Our Understanding	<p>Share the research you have so far with your group.</p> <ul style="list-style-type: none"> <li>■ Each person will have three minutes to share.</li> <li>■ If you found similar information, give the person a thumbs up.</li> <li>■ If this information is different from the information you found, give the person snaps.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students summarize their chosen story?</li> <li>● Can students gather information from a variety of sources in order to answer the questions about their character?</li> </ul>	
Text(s)	<p>“Your Story: Are You a Survivor?”</p> <p>“The 25 Most Incredible Survival Stories”</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task handout</li> <li>● Group index card</li> <li>● Teacher talk moves</li> </ul>	<p>Possible Supports During the Lesson:</p>

### Lesson Overview

Lesson Number	Lesson 34: Determining Credible Sources	<b>Lesson is Optional</b>
Description	In this lesson, students continue research and practice determining credible sources.	

Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Continue researching our survival story.</li> <li>■ Pay attention to the sources you access.</li> <li>■ Determine the credibility of your sources by answering the questions we practiced today.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how to determine if a source is credible?</li> <li>● Can students locate information about their research topic using credible sources?</li> </ul>	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension task handout</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 35: Elements of Multimedia Presentation	<b>Lesson is Optional</b>
Description	In this lesson, students determine the elements of a multimedia presentation and begin working on group presentation.	
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Continue working on the presentation with your research group.</li> <li>■ Make sure to include the important elements of a multimedia presentation in your work.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the elements of a multimedia presentation?</li> <li>● Can students use technology to create a multimedia presentation?</li> </ul>	

Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension task handout</li> <li>● Presentation rubric</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 36: Bibliographic Information	<b>Lesson is Optional</b>
Description	In this lesson, students continue to work on presentations and practice including bibliographic information.	
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>■ Continue working on the presentation with your research group.</li> <li>■ Make sure to include the bibliographic information.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students correctly provide the bibliographic information for their sources?</li> </ul>	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension task handout</li> <li>● Presentation rubric</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Possible Supports During the Lesson:

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<b>Lesson Overview</b>	
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Lesson Number	Lesson 37: Presentations	<b>Lesson is Optional</b>
Description	In this lesson, students present multimedia presentations and evaluate their peers' presentations.	
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Begin presentations</li> <li>● On an index card: <ul style="list-style-type: none"> <li>○ Write a review note for the presentation you are assigned. Use the structure on the slide to write the review note.</li> <li>○ Use your notes from the presentation evaluation handout.</li> </ul> </li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students effectively use multimedia to develop and support ideas in explanations and presentations?</li> </ul>	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Presentation evaluation handout</li> <li>● An index card</li> </ul>	Possible Supports During the Lesson:

<b>Lesson Overview</b>
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Lesson Number	Lesson 38: Presentations	Lesson is Optional	
Description	In this lesson, students present multimedia presentations and evaluate their peers' presentations.		
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● Begin presentations</li> <li>● On an index card: <ul style="list-style-type: none"> <li>○ Write a review note for the presentation you are assigned. Use the structure on the slide to write the review note.</li> <li>○ Use your notes from the presentation evaluation handout.</li> </ul> </li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students effectively use multimedia to develop and support ideas in explanations and presentations?</li> </ul>		
Text(s)			
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> <li>● Presentation evaluation handout</li> <li>● An index card</li> </ul>		