

Grade 6 – Out of the Dust

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 4 - *Out of the Dust*

Unit Overview		
Grade	6	Modified Unit Overview
Guidebook Text	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Unit Description	<p>We will read <i>Out of the Dust</i> by Karen Hesse to explore the question: “How does a person’s response to adversity and experiences change them? Why is forgiveness so important?”</p> <p>We will express our understanding through an argumentative essay that analyzes how the main character is changed throughout the event of the Dust Bowl that are depicted in the novel and analyze how the phrase “out of the dust” relates to the theme.</p>	<p>Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Out of the Dust</i> by Karen Hesse to explore the question: “How does a person’s response to adversity and experiences change them? Why is forgiveness so important?” To address this question, students will create a permanent product to analyze how the phrase “out of the dust” relates to the theme.</p>
Essential Question	How does a person’s response to adversity and experiences change them? Why is forgiveness so important?	How does a person’s response to adversity and experiences change them? Why is forgiveness so important?
Culminating Task	<p>Consider the title of the novel: <i>Out of the Dust</i>. How does the phrase “out of the dust” relate to a theme of the novel?</p> <p>To answer this question, write a literary analysis that includes a claim, supporting reasons, and several pieces of relevant text evidence.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Identify key events in <i>Out of the Dust</i> which involve Billie Jo and impact the course of events in the novel. 	<p>Create a permanent product to argue how the main character is changed by the Dust Bowl. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Identify key events in the novel which impact the course of events in the novel. ● Identify the role the setting plays in each key event. ● Explain what it means literally and figuratively for Billie Jo to get “out of the dust.”

	<ul style="list-style-type: none"> ● Determine the role the setting and the dust play in each of those events. ● Examine the decisions Billie Jo makes and the outcomes of those decisions. ● Evaluate how those outcomes impact Billie Jo and lead her to change throughout the novel. ● Determine what it means literally and figuratively for Billie Jo to get “out of the dust.” ● Determine a theme of the novel, based on your analysis of the setting and Billie Jo’s changes over the course of the novel. Include in--text citations. <p>Be sure to use proper grammar, conventions, spelling, and grade- appropriate words and phrases.</p>	<ul style="list-style-type: none"> ● Select a theme of the novel, based on your analysis of the setting and Billie Jo’s changes over the course of the novel. Include in--text citations. <p>Your permanent product should analyze how the phrase “out of the dust” relates to the theme. Be sure to support your claim with reasons and evidence from the text and include a conclusion.</p> <p>LC.RL.6.2a Select key details about a character and relate those details to a theme within the text.</p> <p>LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p>
Sections & Lessons	10 Sections, 40 lessons	8 Sections, 30 lessons

Assessment Overview			
Guidebook Assessment		Modified Assessment Overview	
Culminating Writing Task	Students write a multiparagraph essay in response to the question: Consider the title of the novel: <i>Out of the Dust</i> . How does the phrase “out of the dust” relate to a theme of the novel?	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response 	<p>Create a permanent product to analyze how the phrase “<i>Out of the Dust</i>” relates to the theme. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Read <i>Out of the Dust</i>

		<ul style="list-style-type: none"> • Grade 6-8 writing rubric 	<ul style="list-style-type: none"> • Identify key events in the novel which involve Billie Jo. • Identify the role the setting plays in each key event. • Explain what it means literally and figuratively for Billie Jo to get “out of the dust.” • Select a theme of the novel, based on your analysis of the setting and Billie Jo’s changes over the course of the novel. Include in-text citations. <p>Your permanent product should argue for how the main character is changed by the Dust Bowl. Be sure to support your claim with reasons and evidence from the text and include a conclusion.</p> <p>LC.RL.6.2a Select key details about a character and relate those details to a theme within the text.</p> <p>LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p>
Cold-Read Task	Students read “Legacy” from The Dust Bowl and “Leaving the Dust Bowl.” Then students answer a combination of questions.	<ul style="list-style-type: none"> • Task items • Answer sheet • Answer key • Grades 6-8 writing rubric 	<i>This will be optional.</i>

Extension Task	Students conduct research to answer one of two questions: (1) What were the causes of the Dust Bowl, and what efforts have been made to prevent similar disasters? and (2) What was daily life like in the 1930s? Then students create an electronic and interactive news article featuring their answer to one of the questions.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Extension teacher notes 	<i>This will be optional.</i>
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Section Overview		
Section Number	Section 1	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students discuss their responses to the question “How does this poem help us to understand the influence the setting has on the characters?”</p> <p>Culminating task connections:</p>	<p>In a small group, students discuss their responses to the question “How does this poem help us to understand the influence the setting has on the characters?”</p> <p>Culminating task connections:</p>

Students demonstrate their understanding of how the setting impacts the development of characters in *Out of the Dust*. This prepares students to analyze the setting and the role that it plays in developing the theme.

Students also demonstrate their ability to develop a response. This prepares students to write an argumentative essay.

Reading/Knowledge Look Fors:

- How well does the student understand the setting of the novel?
- How well does the student explain the influence that the setting has on the characters?
- How well does the student read fluently to comprehend grade-level literary and informational texts?
- How well does the student analyze relationships among the details of a text and how they develop the setting?

Writing/ELA Skill Look Fors:

- How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations?
- How well does the student create and follow established norms for group discussions and tasks?
- How well does the student pay attention to and acknowledge others, thoughtfully considering their ideas?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

Students develop their understanding of how the setting impacts the development of characters in *Out of the Dust*. This prepares students to identify and examine the setting and the role that it plays in developing the theme.

Students also demonstrate their ability to develop a response. This prepares students to write an argumentative piece.

Reading/Knowledge Look Fors:

- How well does the student identify and locate the setting of the novel? How well does the student describe the setting of the novel?
- How well does the student describe the influence that the setting has on the characters?
- How well does the student read fluently or listen to a read aloud to comprehend grade-level literary and informational texts?
- How well does the student identify relationships based on evidence from a text and how the setting is developed?

Writing/ELA Skill Look Fors:

- How well does the student take a position, response, or focus to guide arguments, analyses, explanations, or presentations?
- How well does the student pay attention according to their attention span to and acknowledge others, thoughtfully considering their ideas? Teachers will use timed activities in order to keep track of student ability. Time will be increased/decreased as needed.
- How well does the student identify, locate, and describe relationships among the evidence of a text and how they develop ideas?

Section Length	4 lessons		4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “fondness,” “ancient,” “management,” “riled,” “achievement,” and “ratchered,” ● In advance of reading the text in class, give students the audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing: 	<p>During the Section:</p> <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● With Lesson 2, have students watch the Let’s Set the Context! video “The Broader Setting of Out of the Dust” and complete the associated handout. ● With Lesson 3, have students watch the Let’s Set the Context! video “Understanding the Figurative Language of Out of Dust” and complete the associated handout. <p>Support for Language</p> <ul style="list-style-type: none"> ● Access the Language Links for Lessons 2, 3 and 4 in the appendix. ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “We haven’t had a good crop in three years and we’re all whittled down to the bone these 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Think-Pair-Share ● “Stand Where I Stand” Debate

- “What is this text about?”
- “What happens in this text?”
- “What questions do you have?”
- “What does this text make you wonder about?”

- Engage students with the fluency task in the [appendix](#).

- Use related supports from the [Supports Flow Chart](#).

days, but still when the committee came asking, Ma donated: three jars of applesauce and some cured pork, and a feed-sack nightie she’d sewn for our coming baby.

Support for Structure

- With Lesson 1, have the students generate a timeline of events as they read the text in order to track the important events chronologically as they occur in the novel.

Support for Meaning

- With Lesson 2, ask the following text-dependent questions with individual or a small group of students. While students answer the questions, ask them what portion of the text they can use to figure out the answer.

- If students select a correct portion of the text, point out or ask them to point out specific evidence and ask them to explain how that evidence supports the answer to the question. If they still have trouble answering the question,

ask them what is confusing about that section. Help them clear up any confusion. For example, if they don't know the meaning of a word or phrase, provide them with a quick definition or support them in determining the meaning using various grade-level strategies (L.4).

- If 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 kind of character is Ma? Explain.

Ma is a caring person. When Mr. Hardley is having a hard time, she sends Billie Jo to

buy from him to help him out. She also is a person who does the best with what she has. This can be seen when she bakes Daddy a cake for his birthday even though she doesn't have enough money for a gift. Ma is also fair because she would have been upset if Billie Jo had taken a treat from the man who needs the money more than their family does.

- "Mr. Hardy's Money Handling"
- First stanza of page 17
- Last stanza of page 17
- Last two sentences of final stanza of page 19

2. What kind of character is Daddy? Explain.

Daddy is a stubborn man. He refuses to grow anything but wheat. He is also hopeful because he believes

rain will return in the spring and save their crop. Even though he can be a stubborn man, Daddy loves Ma greatly. His tough heart softens when he hears her play the piano.

- “Dazzled”
- Third stanza of page 24
- “Debts”
- Last stanza of page 26
- First full stanza of page 27

3. What kind of character is Billie Jo? Explain.

Billie Jo is restless because she was always in her mother’s way in their small home as a young child and because she has a desire to leave home now that she’s older.

- “Beginning: August 1920”
- First five sentences of page

4

- “Losing Livie”
- Last stanza of page 9

Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).

Support for Expressing Understanding in Writing

- Use related supports from the [Supports Flow Chart](#).

Support for Developing Language Proficiency

- Use related supports from the [Supports Flow Chart](#).

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

Lesson Overview			
Lesson Number	Lesson 1: Examine the novel-in-verse structure	Modified Lesson Overview	
Description	In this lesson, students familiarize themselves with the narrator, setting, and verse text structure of <i>Out of the Dust</i> .	In this lesson, with assistance as needed, the student familiarizes himself with the following from <i>Out of the Dust</i> , and as needed, an adapted version . <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly. (LC.RL.6.1a). Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a). 	
Let's Express Our Understanding	<ul style="list-style-type: none"> Why might the author have chosen verse structure instead of standard prose structure? Include at least two possible reasons in your answer. 	<ul style="list-style-type: none"> What is verse structure ? What is standard prose structure? Why might the author have chosen verse structure instead of standard prose structure? Include a possible reason in your answer. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students describe the narrator and setting? Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> Can the student locate the narrator and setting? Can the student provide evidence such as details and examples from the text during a discussion? 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse	<i>Out of the Dust</i> by Karen Hesse	
Materials	Lesson Materials: <ul style="list-style-type: none"> Split-page notes Reading log Conversation stems Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio recording of <i>Out of the Dust</i> Student-friendly definitions Choral reading 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes

		<ul style="list-style-type: none">• Echo reading	<ul style="list-style-type: none">• Diverse Learners Guide - Section 01 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners• Images, phrases, sentences representing key concepts covered in the lesson• Vocabulary words and student-friendly definitions essential for student understanding of key concepts• Essential Elements Cards - Grade 6-8 Literature (LC.RL.6.1a):<ul style="list-style-type: none">• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports
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			<ul style="list-style-type: none"> • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 2: Examine how the author begins to develop characters	Modified Lesson Overview
Description	In this lesson, students read the remainder of the first chapter of <i>Out of the Dust</i> and examine how the author is beginning to develop characters.	<p>In this lesson, with assistance as needed, the student reads or is read to the remainder of the first chapter of <i>Out of the Dust</i> and, as needed, an <i>adapted version</i>.</p> <ul style="list-style-type: none"> • Select key details about a character and relate those details to a theme within the text (LC.RL.6.2a). • Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a).
Let's Express Our Understanding	<p>Review your completed character analysis chart: Winter 1934.</p> <ul style="list-style-type: none"> • Write down one piece of text evidence that tells you something about Billie Jo's character. Explain what it tells us about her. 	<p>With assistance as needed, review your completed character analysis chart: Winter 1934.</p> <ul style="list-style-type: none"> • Locate one piece of text evidence that tells you something about Billie Jo's character. Explain what it tells us about her.

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain Ma and Daddy based on evidence from the text? • Can students provide evidence such as details and examples from the text when writing a response? 		<ul style="list-style-type: none"> • Can the student explain Ma or Daddy based on evidence from the text? • Can the student locate evidence such as details and examples from the text?
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Character evidence chart • Character analysis chart • Reading log • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>Out of the Dust</i> • Student-friendly definitions • Choral reading • Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 01 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.6.2a): <ul style="list-style-type: none"> • Paper/Crayons • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers

			<ul style="list-style-type: none"> • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the theme or other important information • Sentence strips that reflect text from the story • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding
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Lesson Overview		
Lesson Number	Lesson 3: Explore how the author builds meaning through the use of figurative language	Modified Lesson Overview

Description	<p>In this lesson, students review the meaning of the term “figurative language,” and examine examples of it taken from the text. They then explore how the author uses figurative language and imagery to build meaning.</p>		<p>In this lesson, with assistance as needed, the student reviews the meaning of the term “figurative language.”</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings (LC.RL.6.4). ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b).
Let’s Express Our Understanding	<ul style="list-style-type: none"> ● Write a descriptive paragraph about a dust storm. ● Use at least 2 examples of figurative language. 		<ul style="list-style-type: none"> ● Write or dictate a descriptive paragraph about a dust storm. ● Use at least 1 example of figurative language.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the theme of a poem? ● Can students interpret examples of figurative language and explain how it contributes to their understanding of the text? 		<ul style="list-style-type: none"> ● Can the student identify the theme of a poem? ● Can the student comprehend examples of figurative language?
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● TP-CASTT handout ● Figurative language analysis handout ● Reading log ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Out of the Dust</i> ● Student-friendly definitions ● Choral reading ● Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 01 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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| | | | <ul style="list-style-type: none">● Essential Elements Cards - Grade 6-8 Literature (LC.RL.6.10b):<ul style="list-style-type: none">• Reflective journals• Coding sheets• Pencils/notebooks• Chapter books• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlight and review unfamiliar words in the text.• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports |
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			<ul style="list-style-type: none"> • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions.
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Lesson Overview		
Lesson Number	Lesson 4: Synthesize information from different sources	Modified Lesson Overview
Description	In this lesson, students read an autobiographical essay written by Woody Guthrie. They then gather additional information from the reading that describes life in Oklahoma during the early 1900s and use it to write their own description.	<p>In this lesson, with assistance as needed, the student reads or is read to an autobiographical essay written by Woody Guthrie and, as needed, an adapted version.</p> <ul style="list-style-type: none"> • Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) (LC.RI.6.9). • Read or be read to a variety of informational texts or adapted texts. (LC.RI.6.10a).
Let's Express Our Understanding	What was life like in the Oklahoma panhandle during the early 1900s? Write a description that draws on knowledge you gained	With assistance as needed, write or dictate a description that draws on knowledge you gained from your readings to

	<p>from your readings. Consult your notes to find details about the physical environment, daily life, and people’s attitudes.</p>	<p>answer the question: What was life like in the Oklahoma panhandle during the early 1900s? Consider:</p> <ul style="list-style-type: none"> • physical environment • daily life • people’s attitudes. 	
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> • Can students describe life in the early 1900s in Oklahoma? • Can students gather information from different sources to write an informational paragraph? 	<ul style="list-style-type: none"> • Can the student describe life in the early 1900s in Oklahoma? • Can the student gather information from two sources to write or dictate an informational paragraph? 	
<p>Text(s)</p>	<p>“No Title” by Woody Guthrie <i>Out of the Dust</i> by Karen Hesse</p>	<p>“No Title” by Woody Guthrie <i>Out of the Dust</i> by Karen Hesse</p>	
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Two texts chart • Reading log • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Student-friendly definitions • Choral reading • Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 01 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational (LC.RI.6.9): • Highlighted information within the text

			<ul style="list-style-type: none"> • Graphic organizers • Venn Diagram • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 2	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	Students write a response to the question: “ The story in <i>Out of the Dust</i> takes place during 1934 and 1935. Based on our timeline, what predictions can we make about the life the characters will experience?”	After a small group discussion, students write or dictate a response to the question: “The story in <i>Out of the Dust</i> takes place during 1934 and 1935. Based on our timeline, what

Culminating task connections:

Students demonstrate their understanding of how the historical influences surrounding the Dust Bowl impact the characters. This prepares students to analyze the theme of *Out of the Dust* through the challenges and growth faced by the characters.

Students also demonstrate their ability to write a response, develop a response, and use conventions to produce clear writing. This prepares students to write an argumentative essay.

Reading/Knowledge Look Fors:

- How well does the student explain the historical influences affecting the residents of the Dust Bowl area?
- How well does the student explain what residents of the Dust Bowl area experience?
- How well does the student explain how the drought impacts the lives of the residents of the area?
- How well does the student make predictions about how the characters may respond to events in the story?

Writing/ELA Skill Look Fors:

- How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research?

predictions can we make about the life the characters will experience?"

Culminating task connections:

Students demonstrate their understanding of how the historical influences surrounding the Dust Bowl impact the characters. This prepares students to study the theme of *Out of the Dust* through the challenges and growth faced by the characters.

Students also demonstrate their ability to write or dictate a response, develop a response, and use conventions to produce clear writing. This prepares students to write a permanent product.

Reading/Knowledge Look Fors:

- How well does the student explain the Dust Bowl?
 - Causes
 - Government recommendation
 - Size of impacted area
 - explain
- How well does the student describe the historical influences they have learned about the Dust Bowl and the Great Depression?
- How well does the student make predictions about how the characters may respond to events in the story?
- How well does the student identify new information that they gain by reading the informational articles?

Writing/ELA Skill Look Fors:

	<ul style="list-style-type: none"> • How well does the student demonstrate command of the conventions of standard English grammar and usage when writing or speaking? 	<ul style="list-style-type: none"> • How well does the student produce clear and coherent writing or dictation in which the development, organization, and style are appropriate to task, purpose, and audience? • How well does the student locate relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and/or research? • How well does the student demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Out of the Dust • Louisiana Connectors • Essential Elements Cards - Grade 6-8 Literature • Essential Elements Cards - Grade 6-8 Informational • Student Response Modes - ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) • Think-Pair-Share • Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

		<ul style="list-style-type: none"> ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 5: Research the drought years	Modified Lesson Overview
Description	In this lesson, students discover the causes of the Dust Bowl by reading an informational article, and begin adding unfamiliar vocabulary words to their reading logs.	<p>In this lesson, with assistance as needed, the student reads or is read to “The Drought” from American Experience by PBS.org and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RI.6.10b). ● Use context to determine the meaning of unknown or multiple meaning words (LC.L.6.4a).
Let’s Express Our Understanding	<p>Reread paragraph 6 of “The Drought.”</p> <ul style="list-style-type: none"> ○ What does the term “rehabilitate” mean in this sentence? ○ What context clues did you use to help you? 	<p>Reread or be read to paragraph 6 of “The Drought.”</p> <ul style="list-style-type: none"> ○ What does the term “rehabilitate” mean in this sentence? ○ What context clues did you use to help you?

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the Dust Bowl, including the causes, government recommendations, and the general size of the impacted area? • Can students discover the meaning of unfamiliar vocabulary by using context clues? 	<ul style="list-style-type: none"> • Can the student explain the Dust Bowl? <ul style="list-style-type: none"> ○ Causes ○ Government recommendations ○ Size of impacted area • Can the student determine the meaning of unfamiliar vocabulary by using context clues? 	
Text(s)	<p>“The Drought” from American Experience by PBS.org</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Vocabulary log • Reading log • Conversation stems • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Student-friendly definitions • Partner reading • Choral reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational LC.RI.6.10b: <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books or adapted text as appropriate • Color coded text • Task analysis for using reference materials (e.g., dictionary)

			<ul style="list-style-type: none"> • Cheat sheet with common prefixes and suffixes and their meanings • An example can be found here: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
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Lesson Overview		
Lesson Number	Lesson 6: Summarize our understanding	Modified Lesson Overview
Description	In this lesson, students write a summary of the informational article “The Drought,” read two additional pieces of information about the time period, and revise their summary to include the new information.	In this lesson, with assistance as needed, the student writes or dictates a summary of the informational article “The Drought” and, as needed, an adapted version . <ul style="list-style-type: none"> • Read or be read to a variety of informational texts or adapted texts (LC.RI.6.10a). • Provide a summary of the text distinct from personal opinions or judgments (LC.RI.6.2).
Let’s Express Our Understanding	<p>“The New Deal worked frantically to provide relief and to get farmers to conserve their soil.”</p> <ul style="list-style-type: none"> • Read the quotation from “Drought!” • Using the encyclopedia entries handout, summarize how New Deal programs provided relief and conservation to the plains states. 	<p>The New Deal worked frantically to provide relief and to get farmers to conserve their soil.”</p> <ul style="list-style-type: none"> • Read or be read to the quotation from “Drought!” • Using the encyclopedia entries handout, summarize how New Deal programs provided relief and conservation to the plains states.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students summarize what they have learned about the Dust Bowl and the Great Depression? 	<ul style="list-style-type: none"> • Can the student summarize what they have learned about the Dust Bowl and the Great Depression?

	<ul style="list-style-type: none"> • Can students identify new information that they gain by reading the informational articles? 	<ul style="list-style-type: none"> • Can the student identify new information that they gain by reading the informational articles? 	
Text(s)	<p>“The Drought” from American Experience by PBS.org “Drought!” from farming in the 1930s</p>	<p>“The Drought” from American Experience by PBS.org “Drought!” from farming in the 1930s</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Summary handout • Encyclopedia excerpts • Reading log • Conversation stems • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Visual dictionary • Choral reading • Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational LC.RI.6.2: <ul style="list-style-type: none"> • Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary) • Sentence strips that summarize the beginning, middle, and end of the text for sequence • Sample text and three proposed summaries • Read aloud texts • Interactive white board • Sentence strips that reflect key details about the topic

			<ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports. • Graphic organizers • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners
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Lesson Overview		
Lesson Number	Lesson 7: Create a timeline of historical events	Modified Lesson Overview

Description	<p>In this lesson, students create a timeline of historical events relevant to the Dust Bowl, and the setting in <i>Out of the Dust</i>.</p>		<p>In this lesson, with assistance as needed, the student creates a timeline of historical events relevant to the Dust Bowl, and the setting in <i>Out of the Dust</i>.</p> <ul style="list-style-type: none"> ● Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme (LC.SL.6.5b). ● Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?) (LC.RI.6.7c). ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b).
Let's Express Our Understanding	<p>The story in <i>Out of the Dust</i> takes place during 1934 and 1935.</p> <ul style="list-style-type: none"> ● Based on our timeline, what predictions can we make about the life the characters will experience? 		<p>The story in <i>Out of the Dust</i> takes place during 1934 and 1935.</p> <ul style="list-style-type: none"> ● Look at your timeline, take a guess at the type of life you think the characters will experience?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how outside influences affected Dust Bowl residents? ● Can students sequence historical events in order using information gained from various sources? 		<ul style="list-style-type: none"> ● Can the student determine how outside influences affected Dust Bowl residents? ● Can the student sequence historical events in order using multiple sources?
Text(s)	<p>"The Drought" from American Experience by PBS.org "Drought!" from farming in the 1930s "WW1 U.S. Food Administration Propaganda" by U.S. Food Administration "Wheat Prices" by Louisiana Department of Education</p>		<p>"The Drought" from American Experience by PBS.org "Drought!" from farming in the 1930s "WW1 U.S. Food Administration Propaganda" by U.S. Food Administration "Wheat Prices" by Louisiana Department of Education</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Summary handout ● Encyclopedia excerpts 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text

- Timeline handout
- Index cards
- Reading log
- Teacher talk moves

- Adapting Lesson Plans
- Student Response Modes
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Informational LC.RI.6.7c](#):
 - Highlighted information within the text
 - Graphic organizers
 - Venn Diagram
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 8: Compare and contrast structures used to convey information	Modified Lesson Overview
Description	In this lesson, students examine how different structures convey information, and compare and contrast them. They also write a brief argument containing a claim, reasons, and explanations.	In this lesson, with assistance as needed, the student examines how different structures convey information, and compare and contrast them. <ul style="list-style-type: none"> ● Create an organizational structure in which ideas are logically grouped to support the claim (LC.W.6.1b). ● Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect LC.W.6.2b). ● Identify key individuals, events, or ideas in a text (LC.RI.6.3a).
Let's Express Our Understanding	<ul style="list-style-type: none"> ● You are a publisher and wish to provide information about life in the Dust Bowl to your audience. ● Which structure do you believe is the most effective for conveying information? <ul style="list-style-type: none"> ○ Your response should include a claim, at least two reasons, and logical explanations for those reasons. 	<ul style="list-style-type: none"> ● You are a publisher and wish to provide information about life in the Dust Bowl to your audience. ● Which structure do you believe is the most effective for conveying information? <ul style="list-style-type: none"> ○ Cause / Effect ○ Comparison / Contrast ○ Order / Sequence ○ Problem / Solution ● Write a response that includes a claim, a reason, and an explanation for the reason.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students compare and contrast information that is gained from various formats? ● Can students produce a piece of argumentative writing which includes a claim, reasons, and explanations? 	<ul style="list-style-type: none"> ● Can the student compare information that is gained from various formats? ● Can the student contrast information that is gained from various formats?

		<ul style="list-style-type: none"> ● Can students produce a piece of argumentative writing which includes: <ul style="list-style-type: none"> ○ a claim ○ a reason ○ an explanation 	
Text(s)	<p>“The Drought” from American Experience by PBS.org “Drought!” from farming in the 1930s “WW1 U.S. Food Administration Propaganda” by U.S. Food Administration “Wheat Prices” by Louisiana Department of Education</p>	<p>“The Drought” from American Experience by PBS.org “Drought!” from farming in the 1930s “WW1 U.S. Food Administration Propaganda” by U.S. Food Administration “Wheat Prices” by Louisiana Department of Education</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Encyclopedia excerpts ● Information structures chart ● Reading log ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stem 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Informational LC.RI.6.3a: ● Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters ● Blank timelines ● Various informational Texts ● Interactive White Board

			<ul style="list-style-type: none"> • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Repeated exposure to content and strategies • Read aloud texts • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Color coded text • Simpler or shorter text of the same content with the same key events or details
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Section Overview		
Section Number	Section 3	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>

<p>Assessment</p>	<p>Students write a response to the question: “How does [Billie Jo or Daddy] react to the hardships of [his or her] environment? Use evidence from the text to support your ideas.”</p> <p>Culminating task connections: Students demonstrate their understanding of how characters respond to events in <i>Out of the Dust</i>. This prepares students to analyze character growth and theme.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain how the characters respond to the hardships in her environment? ● How well does the student explain the feelings that the characters have about their experiences? ● How well does the student identify tone and analyze how word choice impacts the tone of a text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? ● How well does the student demonstrate command of the conventions of standard English grammar and usage when writing or speaking? 	<p>Students write or dictate a response to the question: “How does [Billie Jo or Daddy] react to the hardships of [his or her] environment? Use evidence from the text to support your ideas.”</p> <p>Culminating task connections: Students show their understanding of how characters respond to events in <i>Out of the Dust</i>. This prepares students to determine character growth and theme.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify and describe how the characters respond to the hardships in her environment? ● How well does the student relate and connect to their own lives with the feelings that the characters have about their experiences and how well does the student explain those feelings? ● How well does the student identify tone and explain and describe how word choice impacts the tone of a text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing or dictation in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student locate and highlight relevant evidence from grade-appropriate literary or
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		<p>informational texts to support analysis, reflection, and research?</p> <ul style="list-style-type: none"> ● How well does the student show command of the conventions of standard English grammar and usage when writing or speaking?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “withered,” “grumbles,” “kerosene,” and “quench.” ● In advance of reading the text in class, give students the audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing: <ul style="list-style-type: none"> ○ “What is this text about?” ○ “What happens in this text?” <p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “withered” ○ “grumbles” ○ “kerosene” ● Access the Language Links for Lessons 9, in the appendix. <p>Support for Structure</p> <ul style="list-style-type: none"> ● With Lesson 9 and Lesson 12, In addition to Lessons 9 and 12, have the students continue to generate a timeline of events as they read the text in order to track the important events 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Think-Pair-Share ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

- “What questions do you have?”
- “What does this text make you wonder about?”
- Engage students with the fluency task in the [appendix](#).
- Use related supports from the [Supports Flow Chart](#).
- If 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.

chronologically as they occur in the novel.

Support for Meaning

- With Lesson 9, ask the following text-dependent questions with individual or a small group of students. While students answer the questions, ask them what portion of the text they can use to figure out the answer.
- If students select a correct portion of the text, point out or ask them to point out specific evidence and ask them to explain how that evidence supports the answer to the question. If they still have trouble answering the question, ask them what is confusing about that section. Help them clear up any confusion. For example, if they don't know the meaning of a word or phrase, provide them with a quick definition or support them in determining the meaning using various grade-level strategies (L.4).
- If 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 Daddy react to his crops continually being damaged by dust storms?

Daddy continues to insist that he grow wheat when Ma suggests that he plant something else. The two of them get into an argument.

- "Give Up on Wheat"
- Fourth stanza of page 40

2. What does this prove about Daddy?

This proves that Daddy is very stubborn since he is not willing to dig a pond or plant other crops.

- "Give Up on Wheat"
- Page 40-41

3. When is Billie Jo

happiest?

Billie Jo is happiest when she is playing the piano.

- “Beat Wheat”
- First three sentences of the last stanza of page 39
- “On the Road with Arley”
- Last stanza of page 50

4. Why is playing the piano so important to Billie Jo? Playing the piano helps her to escape the dust and the sorrow it brings to her life.

- “Beat Wheat”
- Last stanza of page 39

Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).

Support for Expressing Understanding in Writing

- Use related supports from the [Supports Flow Chart](#).

Support for Developing Language Proficiency

- Use related supports from the [Supports Flow Chart](#).

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

Lesson Overview		
Lesson Number	Lesson 9: Understand and write about characters	Modified Lesson Overview
Description	In this lesson, students investigate how the author continues to develop character. They will write an argument containing a claim, clear reasons, and relevant evidence.	<p>In this lesson, with assistance as needed, students investigate how the author continues to develop character.</p> <ul style="list-style-type: none"> • Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a). • Analyze a character's interactions throughout a story as they relate to conflict and resolution (LC.RL.6.3b). • Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader) (LC.W.6.4).
Let's Express Our Understanding	<ul style="list-style-type: none"> • Reread "Spring 1934." • Complete the character analysis chart. 	<ul style="list-style-type: none"> • Reread or be read to "Spring 1934." • Complete the character analysis chart.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the characters react to the hardships of her environment? 	<ul style="list-style-type: none"> • Can students explain how the characters react to the hardships of her environment?

	<ul style="list-style-type: none"> • Can students write an argumentative piece about a character that includes a claim, a reason, and some evidence? discussion? 	<ul style="list-style-type: none"> • Can students write or dictate an argumentative piece about a character that includes: <ul style="list-style-type: none"> ○ a claim ○ a reason ○ some evidence 	
Text(s)	"Spring 1934"		"Spring 1934" <i>Out of the Dust</i> by Karen Hesse
Materials	Lesson Materials: <ul style="list-style-type: none"> • Argument sentence stems • Character analysis chart • Reading log • Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Audio recording of <i>Out of the Dust</i> • Visual dictionary • Partner reading • Choral reading 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 03 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature LC.RL.6.3b: <ul style="list-style-type: none"> • Read aloud texts • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

			<ul style="list-style-type: none"> • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 10: Analyze text for tone and mood	Modified Lesson Overview

Description	<p>In this lesson, students reread a few selected poems, and analyze tone and mood. They will then further prepare themselves to take the culminating writing task by writing a brief argument.</p>		<p>In this lesson, with assistance as needed, the student rereads or is read to a few selected poems, and analyzes tone and mood.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a). ● 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 (LC.RL.6.1b).
Let's Express Our Understanding	<ul style="list-style-type: none"> ● What is the speaker's tone in the poem you selected? How does the speaker's tone affect the poem's mood? ● Your response should include a claim, a reason, and at least two pieces of text evidence. 		<ul style="list-style-type: none"> ● What is the speaker's tone in the poem you selected? ● How does the speaker's tone affect the poem's mood? ● Your response should include a claim, a reason, and a piece of text evidence.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify Billie Jo's tone and provide reasons why? ● Can students explain how the author uses imagery to develop tone and affect mood? 		<ul style="list-style-type: none"> ● Can the student identify Billie Jo's tone? ● Can the student explain how the author uses imagery to develop tone? ● Can the student explain how the author uses imagery to affect mood?
Text(s)	<p>Spring 1934" <i>Out of the Dust</i> by Karen Hesse</p>		<p>"Spring 1934" <i>Out of the Dust</i> by Karen Hesse</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Tone and mood handout ● Reading log ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Out of the Dust</i> ● Conversation stems ● Partner reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes

- Choral reading

- Diverse Learners Guide - Section 03 of Grade 6 *Out of the Dust* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Literature LC.RL.6.1b](#):
 - Highlighters
 - Text
 - Sorts
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 11: Write a poem using a model	Modified Lesson Overview
Description	In this lesson, students analyze a poem for tone and mood more independently, and write their own poem using one from <i>Out of the Dust</i> as a model.	<p>In this lesson, with assistance as needed, the student writes their own poem using one from <i>Out of the Dust</i> as a model.</p> <ul style="list-style-type: none"> • Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader) (LC.W.6.4). • Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings (LC.RL.6.4).

Let's Express Our Understanding	Borrow a few lines from "On the Road with Arley" and use them to start your own poem: Here's the way I figure it, My place in the world is _____. Write a poem about your own place in the world. Include words and phrases that communicate a specific tone, and help create a specific mood.		Borrow a few lines from "On the Road with Arley" and use them to start your own poem: Here's the way I figure it, My place in the world is _____. Write a poem about your own place in the world. Include words and phrases that communicate a specific tone, and help create a specific mood.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the tone of the speaker influences the mood of the reader and analyze how tone influences mood in "On the Road with Arley"? • Can students use words and phrases to communicate a specific tone and mood in their personal writing? 		<ul style="list-style-type: none"> • Can the student explain how the tone of the speaker influences the mood of the reader? • Can the student determine how tone influences mood in "On the Road with Arley"? • Can the student use words and phrases to communicate a specific tone in their personal writing? • Can the student use words and phrases to communicate a specific mood in their personal writing?
Text(s)	"On the Road with Arley"		"On the Road with Arley" <i>Out of the Dust</i> by Karen Hesse
Materials	Lesson Materials: <ul style="list-style-type: none"> • Tone and mood handout • Reading log • Conversation stems • Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Student-friendly definitions • Partner reading • Choral reading 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 03 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts

			<ul style="list-style-type: none"> Essential Elements Cards - Grade 6-8 Literature
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Lesson Overview		
Lesson Number	Lesson 12: Examine connections between the novel and historical events	Modified Lesson Overview
Description	In this lesson, students read “Summer 1934” and discuss connections between events in the novel and actual historical events.	<p>In this lesson, with assistance as needed, the student reads or is read to “Summer 1934,” and as needed an adapted version.</p> <ul style="list-style-type: none"> 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 (LC.RL.6.5). Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.6.1a).
Let’s Express Our Understanding	<ul style="list-style-type: none"> Reread “The Path of Our Sorrow.” What “sorrow” is Billie Jo referring to? What does she mean when she says “we didn’t even see it coming”? 	<ul style="list-style-type: none"> Reread or be read to “The Path of Our Sorrow.” What “sorrow” is Billie Jo referring to? What does she mean when she says “we didn’t even see it coming”?
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain what the characters’ “sorrow” is and what historical events contributed to it? Can students make connections between the novel and historical events? 	<ul style="list-style-type: none"> Can the student identify what the characters’ “sorrow” is? <ul style="list-style-type: none"> Can the student locate what historical events contributed to it? Can the student make connections between the novel and historical events?

Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Tone and mood handout ● Reading log ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Out of the Dust</i> ● Student-friendly definitions ● Visual dictionary ● Choral reading ● Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 03 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature LC.RL.6.5: <ul style="list-style-type: none"> • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details

		<ul style="list-style-type: none"> • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 4	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students write a response to the question: “What hardship does the author describe that we may not have considered before?”</p> <p>Culminating task connections: Students demonstrate their understanding of how individuals are affected by the events surrounding the Dust Bowl. This prepares students to analyze the role the setting and the dust play in the theme of <i>Out of the Dust</i>.</p>	<p>Students write or dictate a response to the question: “What hardship does the author describe that we may not have considered before?”</p> <p>Culminating task connections: Students demonstrate their understanding of how individuals are affected by the events surrounding the Dust Bowl. Students do this by locating textual evidence that supports</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 an argumentative essay.

Reading/Knowledge Look Fors:

- How well does the student explain the hardships that residents experience during this time?
- How well does the student explain the historical connections in the text?
- How well does the student make connections between historical information and the text?
- How well does the student respond to questions to demonstrate understanding of texts and topics?

Writing/ELA Skill Look Fors:

- How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research?
- How well does the student demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- How well does the student group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations?
- How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?

their understanding. This prepares students to describe the role of the setting and the dust play in the theme of *Out of the Dust*.

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 permanent product.

Reading/Knowledge Look Fors:

- How well does the student locate text evidence that explains the hardships that residents experience during this time?
- How well does the student explain the historical connections in the text?
- How well does the student identify historical information and make connections between it and the text?
- How well does the student explain their response to questions that demonstrate their understanding of texts and topics?

Writing/ELA Skill Look Fors:

- How well does the student produce clear and coherent writing or dictation in which the development, organization, and style are appropriate to task, purpose, and audience?
- How well does the student locate and identify relevant evidence from grade-appropriate literary or informational texts to support their research/reflection?

		<ul style="list-style-type: none"> ● How well does the student show command of the conventions of standard English grammar and usage when writing or speaking? ● How well does the student organize and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations? ● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

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

Lesson Overview		
Lesson Number	Lesson 13: Read a speech and determine its message	Modified Lesson Overview
Description	<p>In this lesson, students read a speech delivered by Franklin D. Roosevelt, and determine its message. Then they will prepare for the culminating writing task by writing an argument using text evidence from the speech.</p>	<p>In this lesson, students read or are read to a speech delivered by Franklin D. Roosevelt.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.6.10a). ● Determine an author's point of view or purpose in a text and explain how it is conveyed (LC.RI.6.6).
Let's Express Our Understanding	<p>What does President Roosevelt mean when he says "It is worth our while as a nation to spend money in order to save money"?</p> <ul style="list-style-type: none"> ● Include a description of what the money would be spent on, and at least two reasons why he believes it is a good idea to spend it. ● Include text evidence in the form of direct quotations. 	<p>What does President Roosevelt mean when he says "It is worth our while as a nation to spend money in order to save money"?</p> <ul style="list-style-type: none"> ● Include a description of what the money would be spent on ● A reason why he believes it is a good idea to spend it. ● Include text evidence

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain President Roosevelt’s approach to helping those that are affected by the Dust Bowl? • Can students include text evidence in an argumentative paragraph? 		<ul style="list-style-type: none"> • Can the student explain the approach used by President Roosevelt to help those that are affected by the Dust Bowl? • Can the student include text evidence in an argumentative paragraph?
Text(s)	“On Drought Conditions” by Franklin D. Roosevelt Audio recording of “On Drought Conditions”		“On Drought Conditions” by Franklin D. Roosevelt Audio recording of “On Drought Conditions”
Materials	Lesson Materials: <ul style="list-style-type: none"> • Reading log • Conversation stems • Teacher Talk Moves 	Possible Supports During the Lesson:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational LC.RI.6.6: <ul style="list-style-type: none"> • Squared paper to make cubes • Graphic Organizer (Venn Diagram) • Various informational Texts • Interactive White Board • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that provide support for the authors point of view

			<ul style="list-style-type: none">• Videos or story boards/cards of the story for visual supports• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)• Graphic organizers• Highlighted information within the text• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Dichotomous questions that allow for making a choice of correct versus incorrect answers• Simpler or shorter containing the same key information• Peer support, collaborative grouping
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Lesson Overview

Lesson Number	Lesson 14: Examine a first-hand account of life in the Dust Bowl		Modified Lesson Overview
Description	In this lesson, students read a letter written by Dust Bowl resident Caroline Henderson, answer questions about the text, and work with unfamiliar vocabulary terms.		In this lesson, students read or are read to a letter written by Dust Bowl resident Caroline Henderson. <ul style="list-style-type: none"> ● Read or be read to a variety of informational texts or adapted texts (LC.RI.6.10a). ● Use textual evidence to support inferences (LC.RI.6.1).
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Choose one of the words listed in your reading log. Look up the definition, and write your own version in your reading log. ● What is one piece of information you learned about the Dust Bowl from Caroline Henderson? <ul style="list-style-type: none"> ○ Use the word you chose in your response. 		<ul style="list-style-type: none"> ● Choose one of the words listed in your reading log. Look up the definition, and write or dictate your own version in your reading log. ● What is one piece of information you learned about the Dust Bowl from Caroline Henderson? <ul style="list-style-type: none"> ○ Use the word you chose in your response.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Carolin Henderson's personal experience? ● Can students use context clues to discover the meaning of unknown words? 		<ul style="list-style-type: none"> ● Can the student explain Carolin Henderson's personal experience? ● Can students use context clues to discover the meaning of unknown words?
Text(s)	"Letters from the Dust Bowl" by Caroline Henderson: March 8, 1936		"Letters from the Dust Bowl" by Caroline Henderson: March 8, 1936
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Comprehension questions ● Reading log 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● "Letters from the Dust Bowl" audio recording ● Visual dictionary ● Student-friendly definition 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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| | | | <ul style="list-style-type: none">● Essential Elements Cards - Grade 6-8 Informational LC.RI.6.1:<ul style="list-style-type: none">● Use picture/object/tactile representations to illustrate important events or details of events in the text● Sentence strips that reflect evidence about the topic● Use multi-media as a means for presenting information.● Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)● Graphic organizers● Teach using meaningful content from a variety of mediums (e.g., internet)● Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.● Read aloud texts● Highlighted information within the text● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) |
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			<ul style="list-style-type: none"> • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners
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Lesson Overview		
Lesson Number	Lesson 15: Compare and contrast author's purpose	Modified Lesson Overview
Description	In this lesson, students continue to examine a letter written by Dust Bowl resident Caroline Henderson, answer questions about the text, and work with unfamiliar vocabulary terms. Then they will compare and contrast her purpose with that of President Roosevelt's.	<p>In this lesson, with assistance as needed, students continue to examine a letter written by Dust Bowl resident Caroline Henderson.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings (LC.RI.6.4). • Determine an author's point of view or purpose in a text and explain how it is conveyed (LC.RI.6.6).

Let's Express Our Understanding	<ul style="list-style-type: none"> • What was Caroline Henderson's purpose for writing her letter? • What was President Roosevelt's purpose for writing a speech? • How are their messages similar? How are they different? 	<ul style="list-style-type: none"> • What was Caroline Henderson's purpose for writing her letter? • What was President Roosevelt's purpose for writing a speech? • How are their messages similar? • How are their messages different? 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students compare and contrast two different texts? • Can students identify an author's purpose for writing? 	<ul style="list-style-type: none"> • Can the student compare and contrast two different texts? • Can the student match the author's purpose for writing? 	
Text(s)	<p>"Letters from the Dust Bowl" by Caroline Henderson: March 8, 1936</p> <p>"On Drought Conditions" by Franklin D. Roosevelt</p>	<p>"Letters from the Dust Bowl" by Caroline Henderson: March 8, 1936</p> <p>"On Drought Conditions" by Franklin D. Roosevelt</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Comprehension questions • Reading log • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • "Letters from the Dust Bowl" audio recording • Visual dictionary • Student-friendly definition 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational LC.RI.6.6: • Squared paper to make cubes • Graphic Organizer (Venn Diagram) • Various informational Texts

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| | | | <ul style="list-style-type: none">• Interactive White Board• Pictures, objects or tactile representations to illustrate the topic, events or details• Sentence strips that provide support for the authors point of view• Videos or story boards/cards of the story for visual supports• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)• Graphic organizers• Highlighted information within the text• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Dichotomous questions that allow for making a choice of correct versus incorrect answers• Simpler or shorter containing the same key information |
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			<ul style="list-style-type: none"> • Peer support, collaborative grouping
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Section Overview		
Section Number	Section 5	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students write a response to the question: “What does Billie Jo discover about herself? Which lines in the poem contain evidence for your answer?”</p> <p>Culminating task connections: Students demonstrate their understanding of the character changes in <i>Out of the Dust</i>. This prepares students to analyze the theme through the characters and how they change in the face of difficulty.</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 an argumentative essay.></p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the decisions that Billie Jo makes and the outcome of those decisions? • How well does the student analyze what Billie Jo comes to realize about herself? • How well does the student read and comprehend grade 	<p>Students write or dictate a response to the question: “What does Billie Jo discover about herself? Which lines in the poem contain evidence for your answer?”</p> <p>Culminating task connections: Students will use their understanding of character traits then they demonstrate their understanding of the character changes in <i>Out of the Dust</i>. This prepares students to explore the theme through the characters and how they change in various situations such as in the face of difficulty.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student explain how Billie Jo is feeling and describe the outcome of the decisions Billie Jo makes? • How well does the student identify what the predominant sources of pain for her are?

	<p>level text?</p> <ul style="list-style-type: none"> ● How well does the student analyze character interactions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? 	<ul style="list-style-type: none"> ● How well does the student analyze character interactions? ● How well does the student read and comprehend grade level text? ● How well does the student explain the characters' interactions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student write or dictate a theme statement? ● How well does the student include a quote from the text when writing or dictating? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student include a quote from the text when writing or dictating? 	
Section Length	7 lessons	4 lessons, 3 lessons optional	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. 	<p>During the Section:</p> <p>Support for Structure</p> <ul style="list-style-type: none"> ● With Lessons 16, 17, 21, and 22, have the students continue to generate a timeline of events as they read the text in order to track the important events chronologically as they occur in the novel. 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support

Words and phrases for this text: “excavating,” “suffocated,” “streaking,” “infantile,” “paralysis,” “ignite.”

- In advance of reading the text in class, give students the [audio recording](#) to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing:
 - “What is this text about?”
 - “What happens in this text?”
 - “What questions do you have?”
 - “What does this text make you wonder about?”
- Engage students with the fluency task in the [appendix](#).
- Use related supports from the [Supports Flow Chart](#).

Support for Language

- Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in

Support for Meaning

- With Lesson 17, ask the following text-dependent questions with individual or a small group of students. While students answer the questions, ask them what portion of the text they can use to figure out the answer.
 - If students select a correct portion of the text, point out or ask them to point out specific evidence and ask them to explain how that evidence supports the answer to the question. If they still have trouble answering the question, ask them what is confusing about that section. Help them clear up any confusion. For example, if they don’t know the meaning of a word or phrase, provide them with a quick definition or support them in determining the meaning using various grade-level strategies (L.4).
 - If 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

- Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)
- Writing rubric/criteria for development and evaluation of a response
- Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

the [appendix](#).

○ “Too hard to watch their lungs clog with dust, like our chickens, suffocated.”

○ “Waking up alone, only his shape left in the bed, outlined by dust.”

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
<p>1. How does Daddy react to Ma’s death? After Ma’s death, Daddy doesn’t do much except work. He starts to dig the pond Ma wanted and doesn’t talk much.</p> <ul style="list-style-type: none">● “Outlined by Dust”● Second stanza of page 111● Third stanza of page 112
<p>2. Why does he react this way? Daddy feels guilty for his role in Ma’s death. He is doing the things Ma wanted because he has learned to not be so stubborn.</p> <ul style="list-style-type: none">● “Outlined by Dust”● Page 111-114
<p>3. How does Billie Jo react to Ma’s death? Billie Jo misses Ma terribly</p>

but begins to practice piano and perform again even though her hands are badly scarred from the accident.

- “Scrubbing Up Dust”
- Last nine sentences of page 110
- “Dreams”
- Lines 8-10 of page 128
- “The Competition”
- First stanza of page 132

4. Why does she react this way?

Billie Jo feels guilty for her role in Ma’s death. She is sad for herself and Daddy, but she knows she can’t change the past and must focus on the future.

- “Following in His Steps”
- First seven lines of last stanza of page 149

Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).

Support for Expressing Understanding in Writing

- Use related supports from the [Supports Flow Chart](#).

		<p>Support for Developing Language Proficiency</p> <ul style="list-style-type: none"> Use related supports from the Supports Flow Chart. 	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 16: Empathize with characters	Modified Lesson Overview
Description	<p>In this lesson, students read <i>Out of the Dust</i>, and focus on how Billie Jo and Daddy are each dealing with Ma's death. They will analyze Billie Jo's tone, and write a poem from Daddy's perspective.</p>	<p>In this lesson, the student reads or is read to <i>Out of the Dust</i>, and as needed an adapted version and focuses on how Billie Jo and Daddy are each dealing with Ma's death.</p> <ul style="list-style-type: none"> 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 (LC.RL.6.1b). Analyze a character's interactions throughout a story as they relate to conflict and resolution (LC.RL.6.3b). Use precise language and domain-specific

		vocabulary to inform about or explain the topic (LC.W.6.2f).	
Let's Express Our Understanding	<ul style="list-style-type: none"> Choose 3 stanzas of "Outlined by Dust" and rewrite them from Daddy's point of view. Make sure your capitalization, punctuation, and line ending decisions are as the author would have chosen. 	<ul style="list-style-type: none"> Choose a stanzas from "Outlined by Dust" and rewrite(or dictate) it from Daddy's point of view. Make sure your capitalization, punctuation, and line ending decisions are as the author would have chosen. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how Billie Jo is feeling and what the predominant sources of pain for her are? Can students explain how tone impacts their understanding of a character? 	<ul style="list-style-type: none"> Can the student explain how Billie Jo is feeling? Can the student identify what the predominant sources of pain for her are? Can the student explain how tone impacts their understanding of a character? 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse	<i>Out of the Dust</i> by Karen Hesse	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading log Paired/partner reading Conversation stems Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio recording of <i>Out of the Dust</i> Student-friendly definitions Visual dictionary Choral reading Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes Diverse Learners Guide - Section 05 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Essential Elements Cards - Grade 6-8 Literature LC.RL.6.1b:

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| | | | <ul style="list-style-type: none">• Read aloud texts• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding |
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Lesson Overview			
Lesson Number	Lesson 17: Examine how characters change		
	Modified Lesson Overview		
Description	In this lesson, students read <i>Out of the Dust</i> , and focus on new learnings about the Dust Bowl. They will also closely examine changes Billie Jo and Daddy are undergoing.	In this lesson, students read or are read to <i>Out of the Dust</i> , and as needed an adapted version and focus on new learnings about the Dust Bowl. <ul style="list-style-type: none"> 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 (LC.RL.6.1b) Select key details about a character and relate those details to a theme within the text (LC.RL.6.2a). 	
Let's Express Our Understanding	What sort of relationship do Billie Jo and Daddy have at this point in the novel? <ul style="list-style-type: none"> Use 2 pieces of text evidence in the form of quotations to support your answer. 	What sort of relationship do Billie Jo and Daddy have at this point in the novel? <ul style="list-style-type: none"> Use 1 piece of text evidence to support your answer. <ul style="list-style-type: none"> Attempt properly using a quote Thin 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain Billie Jo and Daddy's relationship? Can students include quotations from the text when writing? 	<ul style="list-style-type: none"> Can the student explain Billie Jo and Daddy's relationship? Can the student include a quote from the text when writing? 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse		
Materials	Lesson Materials: <ul style="list-style-type: none"> Reading log Character analysis chart 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio recording of <i>Out</i> 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text

- Conversation stems
- Teacher talk moves

- *of the Dust*
- Visual dictionary

- Adapting Lesson Plans
- Student Response Modes
- Diverse Learners Guide - Section 05 of Grade 6 *Out of the Dust* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Literature LC.RL.6.2a](#):
 - Paper/Crayons
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the theme or other important information
 - Sentence strips that reflect text from the story

			<ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Visual supports to represent the different themes. Modified lang
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Lesson Overview		
Lesson Number	Lesson 18: Plan an argumentative essay	Lesson is optional
Description	In this lesson, students begin writing an argumentative essay by analyzing the writing prompt, planning their response, and gathering evidence.	
Let's Express Our Understanding	<ul style="list-style-type: none"> • Write your thesis statement in the "claim" box. • Complete the chart. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the dust is impacting Billie Jo's family and other members of her community? • Can students analyze a prompt and write a thesis statement that is specific, original, defensible, and 	

	arguable? provide evidence such as details and examples from the video during a discussion?		
Text(s)	<i>Out of the Dust</i> by Karen Hesse		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Argument structure organizer ● Reading log ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Out of the Dust</i> ● Partially completed argument organizer ● Visual dictionary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 05 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature

Lesson Overview		
Lesson Number	Lesson 19: Draft an argumentative essay	Lesson is optional
Description	In this lesson, students use the essay plan they developed in the last lesson to draft a first draft of an argumentative essay.	
Let's Express Our Understanding	<p>Write an introduction paragraph.</p> <ul style="list-style-type: none"> ● Begin with your claim statement. ● Summarize the main points in your body paragraphs. 	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the dust is impacting Billie Jo's family and other members of her community? • Can students use transition words and phrases to signal relationships between ideas? 		
Text(s)	<i>Out of the Dust</i> by Karen Hesse		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Argument sentence organizer • Argument sentence stems • Transitions and phrases handout • Reading log • Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>Out of the Dust</i> • Partially completed argument organizer • Visual dictionary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 05 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature

Lesson Overview		
Lesson Number	Lesson 20: Revise and edit an argumentative essay	Lesson is optional
Description	In this lesson, students revise and edit their first draft of an argumentative essay, and produce a final draft.	
Let's Express Our Understanding	Prepare a final draft.	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the dust is impacting Billie Jo’s family and other members of her community? • Can students revise and edit their writing? 		
Text(s)	<i>Out of the Dust</i> by Karen Hesse		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Argument sentence stems • Transitions and phrases handout • Argument revision checklist • Argument editing checklist • Reading log • Teacher talk moves 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 05 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature

Lesson Overview		
Lesson Number	Lesson 21: Examine word choice	Modified Lesson Overview
Description	In this lesson, students read the first part of “Spring 1935,” and understand how Billie Jo’s relationships with people are changing. They will also discuss and analyze passages for specific word choice.	<p>In this lesson, students read or are read to the first part of “Spring 1935,” and as needed an adapted version.</p> <ul style="list-style-type: none"> • Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including

		<p>how they change during the course of the story (LC.RL.6.1b).</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings (LC.RL.6.4). 	
Let's Express Our Understanding	<ul style="list-style-type: none"> Copy 3 -4 lines from this poem. Underline words and phrases that you find interesting in some way. Explain why the author chose the underlined words and phrases. What effect do the words and phrases have on you, the reader? 	<p>With assistance as needed:</p> <ul style="list-style-type: none"> Copy 2-3 lines from this poem. Underline words and phrases that you find interesting in some way. Explain why you think the author chose to use the underlined words and phrases. How do you feel about those words and phrases? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how Billie Jo's relationships are changing? Can students analyze the author's word choice? 	<ul style="list-style-type: none"> Can the student identify how Billie Jo's relationships are changing? Can the student understand the reason for the author's choice of words? 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Character analysis chart Reading log Conversation stems Paired/partner reading Teacher talk moves 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes Diverse Learners Guide - Section 05 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners Images, phrases, sentences representing key concepts covered in the lesson

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| | | | <ul style="list-style-type: none">• Vocabulary words and student-friendly definitions essential for student understanding of key concepts• Essential Elements Cards - Grade 6-8 Literature• LC.RL.6.1b:<ul style="list-style-type: none">• Read aloud texts• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping |
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			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview			
Lesson Number	Lesson 22: Uncover emerging themes		Modified Lesson Overview
Description	In this lesson, students read the rest of “Spring 1935,” and discuss emerging themes. They will also independently study a poem and determine its theme.		In this lesson, students read or are read to the rest of “Spring 1935,” and as needed an adapted version . <ul style="list-style-type: none"> • Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details (LC.RL.6.2b).
Let’s Express Our Understanding	<ul style="list-style-type: none"> • Reread “Hope.” • Complete the TP-CASTT: “Hope” handout • Write a theme statement in the last box. 		<ul style="list-style-type: none"> • Reread or be read to “Hope.” • With assistance as needed, complete the TP-CASTT: “Hope” handout • Write or dictate a theme statement in the last box.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify emerging themes? • Can students write a theme statement? 		<ul style="list-style-type: none"> • Can the student recognize when a theme is emerging? • Can the student write or dictate a theme statement?
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	Lesson Materials: <ul style="list-style-type: none"> • TP-CASTT “Hope” handout • Reading log 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Audio recording of <i>Out of the Dust</i> 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans

- Student-friendly definitions
- Visual dictionary
- Choral reading
- Echo reading

- Student Response Modes
- Diverse Learners Guide - Section 05 of Grade 6 *Out of the Dust* - Section Supports - Additional Supports for Diverse Learners
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Literature LC.RL.6.2b](#):
 - Paper/Crayons
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the theme or other important information
 - Sentence strips that reflect text from the story
 - Videos or story boards/cards of the story for visual supports

			<ul style="list-style-type: none"> • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding
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Section Overview		
Section Number	Section 6	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students write a response to the prompt: “Reread ‘Baby’. What themes from the poem are similar to those of the “Migrant Mother” photographs?”</p> <p>Culminating task connections: Students demonstrate their understanding of the theme by comparing theme across genres. This prepares students to analyze the themes found throughout the novel, <i>Out of the Dust</i>.</p>	<p>Students write or dictate a response to the prompt: “Reread ‘Baby’. Students will identify themes from the poem and themes from the “Migrant Mother” photographs to determine if they are similar.</p> <p>Culminating task connections: Students demonstrate their understanding of the theme by comparing themes across genres. Students will determine themes in various works and then compare them to other works with the same theme. This prepares students to</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 an argumentative essay.

Reading/Knowledge Look Fors:

- How well does the student determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments?
- How well does the student Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue?
- How well does the student read and comprehend grade-level text?

Writing/ELA Skill Look Fors:

- How well does the student support claims with clear reasons and relevant evidence?
- How well does the student organize the reasons and evidence clearly?
- How well does the student support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text?.
- How well does the student analyze relationships among the details of a text and how they develop ideas?
- How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?

analyze the themes found throughout the novel, *Out of the Dust*.

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.

Reading/Knowledge Look Fors:

- How well does the student discuss migrant life for those that left the Dust Bowl?
- How well does the student locate evidence in multiple sources such as: different media and/or formats to support his/her understanding of a topic?
- How well does the student identify words and phrases that help express the theme or central idea of a text and how it is related through particular details; summarize the text separate from personal opinions or judgments?
- How well does the student comprehend grade-level text?

Writing/ELA Skill Look Fors:

- How well does the student support claims with clear identifiable reasons and relevant evidence?
- How well does the student organize the reasons and evidence to present their claim clearly and demonstrate an understanding of the topic or text?
- How well does the student produce clear and coherent writing or dictation in which the development, organization, and style are appropriate to task, purpose, and audience?

Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview

Lesson Number	Lesson 23: Explore various accounts of migrant life		Modified Lesson Overview
Description	<p>In this lesson, students explore various accounts of migrant life in the form of a poem, an informational article, some photographs, and an audio interview. They will then write a description of migrant life that includes the information they learned.</p>		<p>In this lesson, with assistance as needed the student will explore various accounts of migrant life.</p> <ul style="list-style-type: none"> ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b). ● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (LC.RI.6.10b).
Let's Express Our Understanding	<p>Imagine that you are a migrant who has left the Dust Bowl.</p> <p>Write a letter home to someone you left behind describing some of your experiences as a migrant.</p> <ul style="list-style-type: none"> ● Include details from your notes 		<p>Imagine that you are a migrant who has left the Dust Bowl.</p> <p>Write or dictate a letter home to someone you left behind describing some of your experiences as a migrant.</p> <ul style="list-style-type: none"> ● Include details from your notes
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain migrant life for those that left the Dust Bowl? ● Can students gather evidence from multiple sources to support their understanding of a topic? 		<ul style="list-style-type: none"> ● Can the student discuss migrant life for those that left the Dust Bowl? ● Can the student locate evidence in multiple sources to support his/her understanding of a topic?
Text(s)	<p><i>Out of the Dust</i> by Karen Hesse “Migrant Mother” by Dorothea Lange “Okies” from Farming in the 1930s</p>		<p><i>Out of the Dust</i> by Karen Hesse “Migrant Mother” by Dorothea Lange “Okies” from Farming in the 1930s</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Paired/partner reading 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson

		<ul style="list-style-type: none"> • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Informational LC.RI.6.10b: <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books or adapted text as appropriate • Color coded text • Task analysis for using reference materials (e.g., dictionary) • Cheat sheet with common prefixes and suffixes and their meanings • An example can be found here: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
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Lesson Overview		
Lesson Number	Lesson 24: Examine themes across genres	Modified Lesson Overview
Description	In this lesson, students explore themes communicated by the Dorothea Lange photographs. They will then examine poems	In this lesson, with assistance as needed, the student will explore themes communicated by the Dorothea Lange

	which communicate the same themes in <i>Out of the Dust</i> .	photographs (detailed descriptions of the photographs will be made accessible for students who are blind or visually impaired). <ul style="list-style-type: none"> ● Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) (LC.RI.6.9). ● Compare texts from different genres that have a similar theme or address the same topic (LC.RL.6.9). 	
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Choose a poem from <i>Out of the Dust</i>, and explain how it shares a similar theme with the photographs. ● Which words or phrases in the poem help express the theme? Include text evidence in your response. 	<ul style="list-style-type: none"> ● Choose a poem from <i>Out of the Dust</i>, and explain how it shares a similar theme with the photographs. ● Which words or phrases in the poem help express the theme? <ul style="list-style-type: none"> ○ Include text evidence in your response. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students compare the treatment of a similar theme across genres? ● Can students develop a theme statement? 	<ul style="list-style-type: none"> ● Can the student identify words and phrases that help express the theme? ● Can the student match similar themes across genres? ● Can the student develop a theme statement? 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse "Migrant Mother" by Dorothea Lange	<i>Out of the Dust</i> by Karen Hesse "Migrant Mother" by Dorothea Lange	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Sentence strips ● Colored markers ● Teacher talk moves 	Possible Supports During the Lesson:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

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| | | | <ul style="list-style-type: none">● Essential Elements Cards - Grade 6-8 Literature LC.RL.6.9:<ul style="list-style-type: none">• Texts about the same topic in different genres.• Venn Diagram• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners |
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Lesson Overview		
Lesson Number	Lesson 25: Re-examine themes in light of new information	Modified Lesson Overview
Description	In this lesson, students read an informational article about Dorothea Lange’s experience of taking the “Migrant Mother” photograph. Then they will reexamine their understanding of migrant life and their theme statements from yesterday in the light of the new information.	In this lesson, students read or are read to an informational article about Dorothea Lange’s experience of taking the “Migrant Mother” photograph. <ul style="list-style-type: none"> ● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (LC.RI.6.10b). ● 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 (LC.RL.6.5).
Let’s Express Our Understanding	<ul style="list-style-type: none"> ● Choose one of the theme statements we generated for the “Migrant Mother” photographs, and explain how the information in this article supports it. ● Include at least one piece of evidence from the text to support your answer. 	<ul style="list-style-type: none"> ● Choose one of the theme statements we generated for the “Migrant Mother” photographs, with assistance as needed explain how the information in this article supports it. ● Include at least one piece of evidence from the text to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use information gained from additional sources to reexamine their theme statements? ● Can students use text evidence when writing? 	<ul style="list-style-type: none"> ● Can the student apply information gained from additional sources to make changes to their theme statements? ● Can the student use text evidence when writing?
Text(s)	<i>Out of the Dust</i> by Karen Hesse “USDA Photographer Rescues Destitute Farmworkers” by Gwen Gilbert	<i>Out of the Dust</i> by Karen Hesse “USDA Photographer Rescues Destitute Farmworkers” by Gwen Gilbert

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none">• Reading log	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none">• Original and adapted version(s) of the text• Adapting Lesson Plans• Student Response Modes• Images, phrases, sentences representing key concepts covered in the lesson• Vocabulary words and student-friendly definitions essential for student understanding of key concepts• Essential Elements Cards - Grade 6-8 Literature LC.RL.6.5:<ul style="list-style-type: none">• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports
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			<ul style="list-style-type: none"> • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 7	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students write a response to the prompt: “Determine a theme statement for both of the poems. In what ways do these poems express how Billie Jo’s life has changed over the course of the novel?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Billie Jo changes over the course of the novel. This prepares students to analyze how a character responds to events in the text and the connection to the theme of the novel.</p> <p>Students also demonstrate their ability to write a theme statement. This prepares students to write an argumentative essay.</p>	<p>Students write or dictate a response to the prompt: “Determine a theme statement for both of the poems. In what ways do these poems express how Billie Jo’s life has changed over the course of the novel?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Billie Jo changes over the course of the novel. They will do this by first identifying how Billie Jo was at the beginning of the novel and at the end of the novel. They will then describe the changes that took place over the course of the novel. This prepares students to describe how a character responds to events in the text and the connection to the theme of the novel.</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? ● How well does the student describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? ● How well does the student read and comprehend grade-level text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? 	<p>Students also demonstrate their ability to write or dictate a theme statement.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? ● How well does the student sequence how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? <ul style="list-style-type: none"> ○ Inciting force ○ Rising action ○ Conflict ○ Falling action ○ resolution ● How well does the student read and comprehend grade-level text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine relationships among the details of a text and how they develop ideas? ● How well does the student produce clear and coherent writing or dictating in which the development, organization, and style are appropriate to task, purpose, and audience?
Section Length	3 lessons	3 lessons

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “kerchief,” “mottled,” “betrouthal,” “sorghum.” ● In advance of reading the text in class, give students the audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing: <ul style="list-style-type: none"> ■ “What is this text about?” ■ “What happens in this text?” ■ “What questions do you have?” ■ “What does this text make you wonder about?” 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included below. ● “I am so filled with bitterness, it comes from the dust, it comes from the silence of my father, it comes from the absence of Ma.” ● “And I know now that all the time I was trying to get out of the dust, the fact is, what I am, I am because of the dust.” <p>Support for Structure</p> <ul style="list-style-type: none"> ● With Lesson 26-28, have the students continue to generate a timeline of events as they read the text in order to track the important events 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
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- Engage students with the fluency task below.
- Use related supports from the Supports Flow Chart.

chronologically as they occur in the novel.

Support for Meaning

- See "Additional Materials" section of specific lessons

Support for Engaging in Academic Discussions

- Use related supports from the Supports Flow Chart.

Support for Expressing Understanding in Writing

- Use related supports from the Supports Flow Chart.

Support for Developing Language Proficiency

- Use related supports from the Supports Flow Chart.

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

Lesson Overview		
Lesson Number	Lesson 26: Compare and contrast themes	Modified Lesson Overview
Description	In this lesson, students read “Summer 1935,” and compare and contrast the themes of two poems. Then they will investigate how characters have evolved.	<p>In this lesson, students read or are read to “Summer 1935,” and as needed an adapted version.</p> <ul style="list-style-type: none"> ● Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a). ● Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details (LC.RL.6.2b). ● 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 (LC.RL.6.1b).
Let’s Express Our Understanding	<p>What is the single most significant change Billie Jo undergoes in this chapter?</p> <ul style="list-style-type: none"> ○ Answer this question in one well-formed sentence, e.g.: “In this chapter, Billie Jo _____, and _____.” 	<p>What is the single most significant change Billie Jo undergoes in this chapter?</p> <ul style="list-style-type: none"> ○ Answer this question in one well-formed sentence, e.g.: “In this chapter, Billie Jo _____, and _____.”
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Billie Jo has changed over time? ● Can students develop a theme statement? 	<ul style="list-style-type: none"> ● Can the student discuss how Billie Jo has changed over time? ● Can the student select a theme statement if given options to choose from?

Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Character analysis chart ● Reading log ● Paired/partner reading ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Out of the Dust</i> ● Student-friendly definitions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature LC.RL.6.1b ● Highlighters ● Text ● Sorts ● Read aloud texts ● Interactive white board ● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text

			<ul style="list-style-type: none"> • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 27: Identify more themes	Modified Lesson Overview
Description	In this lesson, students reread a selection of poems from "Summer 1935," identify their themes, and report on their findings in a jigsaw activity. Then they will write about how the importance of forgiveness is a major theme of the novel.	<p>In this lesson, students reread or are read to a selection of poems from "Summer 1935," and as needed an <i>adapted version</i>.</p> <ul style="list-style-type: none"> • Read or be read to a variety of literary texts or

			<p>adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a).</p> <ul style="list-style-type: none"> ● Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details (LC.RL.6.2b).
Let's Express Our Understanding	<ul style="list-style-type: none"> ● One of the themes in "Met" involves the importance of forgiveness. ● Why is the idea of forgiveness important to the story? ● Include specific details from the story in your response. 		<ul style="list-style-type: none"> ● One of the themes in "Met" involves the importance of forgiveness. ● Why is the idea of forgiveness important to the story? ● Include a specific detail from the story in your response.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why forgiveness is important to the story? ● Can students provide evidence such as details and examples from the poem during a discussion? 		<ul style="list-style-type: none"> ● Can the student understand / discuss why forgiveness is important to the story? ● Can the student locate evidence from the poem during a discussion? <ul style="list-style-type: none"> ○ details ○ examples
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● TP-CASTT handout ● Reading log 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson

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| | | | <ul style="list-style-type: none">• Vocabulary words and student-friendly definitions essential for student understanding of key concepts• Essential Elements Cards - Grade 6-8 Literature LC.RL.6.2b:<ul style="list-style-type: none">• Paper/Crayons• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the theme or other important information• Sentence strips that reflect text from the story• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping |
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			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding
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Lesson Overview		
Lesson Number	Lesson 28: Make predictions based on historical fact	Modified Lesson Overview
Description	In this lesson, students read "Autumn 1935," the final chapter in <i>Out of the Dust</i> , and discuss themes which span the entire novel. They will then review their timelines and predict what the future holds for Billie Jo's family.	<p>In this lesson, students read or are read to "Autumn 1935," and as needed an adapted version.</p> <ul style="list-style-type: none"> • Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (LC.RL.6.10a). • Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details (LC.RL.6.2b).
Let's Express Our Understanding	<ul style="list-style-type: none"> • Review your timeline, and note where the novel begins and ends. • Based on the timeline, what is Billie Jo and her family's life likely to be like over the next 5 years? • Support your ideas with information from your timeline. 	<ul style="list-style-type: none"> • Review your timeline <ul style="list-style-type: none"> ○ note where the novel begins ○ note where the novel ends • Based on the timeline, what is Billie Jo's life likely to be like over the next 5 years? • Based on the timeline, what is her family's life likely to be like over the next 5 years?

		<ul style="list-style-type: none"> Support your ideas with information from your timeline. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students identify themes that span the entire novel? Can students provide evidence such as details and examples from their timeline while writing? 	<ul style="list-style-type: none"> Can the student match 1 common theme to the entire novel? Can the student provide evidence from their timeline while writing, dictating, or selecting their response? <ul style="list-style-type: none"> details examples 	
Text(s)	<i>Out of the Dust</i> by Karen Hesse	<i>Out of the Dust</i> by Karen Hesse	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading log Teacher talk moves Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio recording of <i>Out of the Dust</i> Visual dictionary Paired/partner reading Choral reading Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes Diverse Learners Guide - Section 07 of Grade 6 <i>Out of the Dust</i> - Section Supports - Additional Supports for Diverse Learners Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Essential Elements Cards - Grade 6-8 Literature LC.RL.6.2b: <ul style="list-style-type: none"> Paper/Crayons Read aloud texts

			<ul style="list-style-type: none">• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the theme or other important information• Sentence strips that reflect text from the story• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding
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Section Overview		
Section Number	Section 8	Modified Section Overview
Description	Out of the Dust	Original and adapted versions of <i>Out of the Dust</i>
Assessment	<p>Students write a response to the question: “ Consider the title of the novel: <i>Out of the Dust</i>. How does the phrase “out of the dust” relate to a theme of the novel?”</p> <p>Culminating task connections: Students demonstrate their understanding of the author’s use of imagery to relay the theme. This prepares students to analyze how the title of the novel relates to the theme.</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 an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? • How well does the student describe how a particular 	<p>Students write or dictate a response to the question: “ Consider the title of the novel: <i>Out of the Dust</i>. How does the phrase “out of the dust” relate to a theme of the novel?”</p> <p>Culminating task connections: Students demonstrate their understanding of the author’s use of imagery to relay the theme. This prepares students to describe how the title of the novel relates to the theme.</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 permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify one or more themes in the novel; identify a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments?

story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution?

- How well does the student read and comprehend grade-level text?

Writing/ELA Skill Look Fors:

- How well does the student analyze relationships among the details of a text and how they develop ideas?
- How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How well does the student write arguments to support claims with clear reasons and relevant evidence?
- How well does the student introduce claim(s) and organize the reasons and evidence clearly?
- How well does the student support claim(s) with clear reasons and relevant evidence demonstrating and understanding of the text?
- How well does the student use words, phrases, and clauses to clarify the relationships among claim(s) and reasons?
- How well does the student establish and maintain a formal style?
- How well does the student provide a concluding statement or section that follows from the argument presented?
- How well does the student produce and publish grade-appropriate writing using technology, either independently or in collaborating with others?

- How well does the student describe how the title "Out of the Dust" relates to the theme?
- How well does the student write or dictate explanation sentences that connect reasons to claims and evidence and evidence to reasons?
- How well does the student sequence how a particular story's or drama's plot happens in a series of episodes using story form?
 - Rising action
 - Inciting force
 - Conflict
 - Falling action
 - Resolution
- How well does the student comprehend grade-level text when reading or being read to?

Writing/ELA Skill Look Fors:

- How well does the student explore relationships among the details of a text and how they develop ideas?
- How well does the student write or dictate arguments to support claims with clear reasons and relevant evidence?
- How well does the student introduce claim(s) and locate and describe the reasons and evidence clearly?
- How well does the student support claim(s) with clear reasons and relevant evidence demonstrating and understanding of the text?

		<ul style="list-style-type: none"> ● How well does the student use words, phrases, and clauses to clarify the relationships among claim(s) and reasons? ● How well does the student establish and maintain a formal style? ● How well does the student provide a concluding statement or section that follows from the argument presented? ● How well does the student produce and publish grade-appropriate writing or dictation using technology, either independently, with assistance, or in collaborating with others?
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response

		<ul style="list-style-type: none"> ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 29: Examine a writing prompt and prepare notes	Modified Lesson Overview
Description	<p>In this lesson, students demonstrate their understanding of the novel <i>Out of the Dust</i> by analyzing a culminating writing task prompt and preparing notes.</p>	<p>In this lesson, with assistance as needed, the student demonstrates his/her understanding of the novel <i>Out of the Dust</i>.</p> <ul style="list-style-type: none"> ● 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 (LC.RL.6.1b). ● Use the specific details from the text to support inferences and explanations about plot development (LC.RL.6.1c). ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b).

Let's Express Our Understanding	<ul style="list-style-type: none"> • Fill in the chart with answers to the questions and evidence from the text. • Use the notes in your reading log to help you. 		<ul style="list-style-type: none"> • Match answers to the questions. • Use the notes in your reading log to help you.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students analyze the themes in the novel and answer comprehension questions about <i>Out of the Dust</i>? • Can students prepare for writing by analyzing a writing prompt, preparing notes, and providing feedback to their peers? 		<ul style="list-style-type: none"> • Can the student identify 1 or more themes in the novel? • Can the student answer comprehension questions about <i>Out of the Dust</i>? • Can the student prepare for writing by: <ul style="list-style-type: none"> ○ analyzing a writing prompt ○ preparing notes ○ providing feedback to their peers
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	Lesson Materials: <ul style="list-style-type: none"> • Culminating writing task directions • Brainstorming chart • Reading log 	Possible Supports During the Lesson:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature LC.RL.6.10b: <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks

			<ul style="list-style-type: none">• Chapter books• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlight and review unfamiliar words in the text.• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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			<ul style="list-style-type: none"> • Pre-program responses into assistive technology devices to facilitate student participation in discussions
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Lesson Overview		
Lesson Number	Lesson 30: Plan and write a first draft	Modified Lesson Overview
Description	In this lesson, students demonstrate their understanding of the novel <i>Out of the Dust</i> by planning and writing a first draft in response to the culminating writing task prompt.	<p>In this lesson, with assistance as needed, the student demonstrates their understanding of the novel <i>Out of the Dust</i> by planning and writing or dictating a first draft.</p> <ul style="list-style-type: none"> • Use the specific details from the text to support inferences and explanations about plot development (LC.RL.6.1c). • Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b). • Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader) (LC.W.6.4).
Let's Express Our Understanding	<ul style="list-style-type: none"> • Write sentences for each body paragraph. • Include reason sentences, text evidence sentences, and explanation sentences. 	<ul style="list-style-type: none"> • Write sentences for each body paragraph. <ul style="list-style-type: none"> ○ Include a reason sentence ○ Include a text evidence sentence ○ Include an explanation sentence
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the title "Out of the Dust" relates to the theme of the novel? 	<ul style="list-style-type: none"> • Can the student understand how the title "Out of the Dust" relates to the theme of the novel?

	<ul style="list-style-type: none"> • Can students write explanation sentences that tie reasons to claims and evidence to reasons? 	<ul style="list-style-type: none"> • Can the student write or dictate an explanation sentence that ties reasons to claims? • Can the student write or dictate an explanation sentence that ties evidence to reasons?
Text(s)	<i>Out of the Dust</i> by Karen Hesse	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating writing task directions • Brainstorming chart • Argument structure organizer • Argument sentence organizer • Reading log 	<p>Possible Supports During the Lesson:</p> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature LC.RL.6.10b: • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

			<ul style="list-style-type: none"> • Graphic organizers • Highlight and review unfamiliar words in the text. • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions
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Lesson Overview		
Lesson Number	Lesson 31: Finish writing a first draft	Modified Lesson Overview

Description	<p>In this lesson, students demonstrate their understanding of the novel <i>Out of the Dust</i> by completing a first draft in response to the culminating writing task prompt.</p>		<p>In this lesson, with assistance as needed, the student demonstrates their understanding of the novel <i>Out of the Dust</i> by completing a first draft in response to the culminating writing task prompt.</p> <ul style="list-style-type: none"> ● Use the specific details from the text to support inferences and explanations about plot development (LC.RL.6.1c). ● Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b). ● Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader) (LC.W.6.4).
Let's Express Our Understanding	<p>Finish your first draft:</p> <ul style="list-style-type: none"> ● Write an introduction paragraph. ● Write a conclusion paragraph. ● Add any missing transition words or phrases to make important connections. 		<p>Finish your first draft:</p> <ul style="list-style-type: none"> ● Write or dictate an introduction sentence. ● Write or dictate a conclusion sentence. ● Add any missing transition words or phrases to make important connections.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the title “Out of the Dust” relates to the theme of the novel? ● Can students include transition words and phrases to make connections between ideas? 		<ul style="list-style-type: none"> ● Can the student discuss with a partner how the title “Out of the Dust” relates to the theme of the novel? ● Can the student include transition words and phrases to make connections between ideas?
Text(s)	<i>Out of the Dust</i> by Karen Hesse		<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating writing task directions ● Brainstorming chart ● Argument structure 	Possible Supports During the Lesson:	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes

- organizer
- Argument sentence organizer
 - Sentence stems
 - Transition words and phrases
 - Reading log

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Literature LC.RL.6.10b](#):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the text.
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details

			<ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions
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Lesson Overview		
Lesson Number	Lesson 32: Assess and revise	Modified Lesson Overview
Description	In this lesson, students demonstrate their understanding of the novel <i>Out of the Dust</i> by examining the assessment rubric for the culminating writing task. They will use the rubric and a revision checklist to help them revise their work.	<p>In this lesson, with assistance as needed, the student demonstrates their understanding of the novel <i>Out of the Dust</i> by examining the assessment rubric for the culminating writing task.</p> <ul style="list-style-type: none"> • Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (L.C.RL.6.10b). • Make appropriate comments that contribute to a

		collaborative discussion (LC.SL.6.1a).
Let's Express Our Understanding	<p>Conduct a self assessment:</p> <ul style="list-style-type: none"> • Read each item on the checklist. • Read your draft aloud to yourself quietly. • Make improvements to your draft. 	<p>Conduct a self assessment:</p> <ul style="list-style-type: none"> • Read or be read to each item on the checklist. • Read or be read to your draft quietly. • Make improvements to your draft.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the title "Out of the Dust" relates to the theme of the novel? • Can students self-assess and revise their writing? 	<ul style="list-style-type: none"> • Can the student discuss with a partner how the title "Out of the Dust" relates to the theme of the novel? • Can the student self-assess their writing? • Can the student revise their writing?
Text(s)	<i>Out of the Dust</i> by Karen Hesse	<i>Out of the Dust</i> by Karen Hesse
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating writing task directions • Brainstorming chart • Argument structure organizer • Argument sentence organizer • Sentence stems • Transition words and phrases • Culminating writing task rubric • Argument revision checklist • Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books

			<ul style="list-style-type: none">• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlight and review unfamiliar words in the text.• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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			<ul style="list-style-type: none"> • Pre-program responses into assistive technology devices to facilitate student participation in discussions.
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Lesson Overview		
Lesson Number	Lesson 33: Edit and produce a final draft	Modified Lesson Overview
Description	In this lesson, students demonstrate their understanding of the novel <i>Out of the Dust</i> by editing their work and producing a final draft.	<p>In this lesson, with assistance as needed, the student demonstrates their understanding of the novel <i>Out of the Dust</i> by editing their work and producing a final draft.</p> <ul style="list-style-type: none"> • With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, fix incorrect verb tense) (LC.W.6.5b). • Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.6.10b).
Let's Express Our Understanding	<ul style="list-style-type: none"> • Read your draft aloud to yourself. • Make corrections. • Create a final version. 	<ul style="list-style-type: none"> • Read or be read to your draft. • Make corrections. • Create a final version
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the title "Out of the Dust" relates to the theme of the novel? • Can students edit their writing using a checklist, correct spelling, mechanics, and grammar and publish their final essay? 	<ul style="list-style-type: none"> • Can the student discuss with a partner how the title "Out of the Dust" relates to the theme of the novel? • Can the student: <ul style="list-style-type: none"> a. edit their writing using a checklist b. correct spelling

		<ul style="list-style-type: none"> c. mechanics d. grammar e. publish their final essay?
Text(s)	<i>Out of the Dust</i> by Karen Hesse	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Argument editing checklist • Reading log 	<p>Possible Supports During the Lesson:</p> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature LC.RL.6.10b: <ul style="list-style-type: none"> • Reflective journals • Coding sheets • Pencils/notebooks • Chapter books • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

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

Section Number	Section 9	Section is optional.
Description	Out of the Dust	
Assessment	<p>Students respond to the prompt: “Read the headlines and look at the images. What question does the article answer? What does this example contain that helps it meet the criteria listed in the instructions?”</p> <p>Culminating task connections: Students demonstrate their ability to analyze an exemplar news article. This prepares students to write their own news article.</p> <p>Students also demonstrate their ability to research, track sources, and elaborate. This prepares students to create a news article.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student gather relevant information from multiple print and digital sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student quote or paraphrase the data and conclusions of others while avoiding plagiarism? ● How well does the student provide basic bibliographic information for sources? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student produce and publish grade-appropriate writing using technology, either independently or in collaborating with others? 	
Section Length	5 lessons	5 lessons optional
Additional Supports for Diverse Learners	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of Out of the Dust ● Louisiana Connectors 	

		<ul style="list-style-type: none"> ● Essential Elements Cards - Grade 6-8 Literature ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 34: Examine a research task	Lesson is Optional.
Description	In this lesson, students begin working on the extension task	

	assessment by examining the research task. They will read a related article and identify methods of elaboration used by the author.	
Let's Express Our Understanding	Which method of elaboration did you find this author used most frequently?	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the exemplar is an interactive news article? • Can students explain which methods of elaboration were used in the exemplar? 	
Text(s)	"10 Things You May Not Know About the Dust Bowl" by Christopher Klein	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Extension task directions • Extension task exemplar • Elaboration methods handout • Reading log 	<p>Possible Supports During the Lesson:</p>

Lesson Overview		
Lesson Number	Lesson 35: Conduct research	Lesson is Optional
Description	In this lesson, students choose a topic to research. They then conduct research and take notes related to text evidence.	

Let's Express Our Understanding	LEU SLIDE MISSING FROM LESSON		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students gather evidence to answer a research question? • Can students keep track of their sources? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> • Extension task directions • Extension task research notes • Reading log 	Possible Supports During the Lesson:	

Lesson Overview		
Lesson Number	Lesson 36: Write a news article	Lesson is Optional
Description	In this lesson, students write a news article designed to answer the extension task research question they chose. They then check that their article addresses the content requirements.	
Let's Express Our Understanding	Check your work against the content requirements: <ul style="list-style-type: none"> ○ Quotations? ○ Descriptive details, examples, statistics, and anecdotes? ○ List of sources? 	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their research to write a news article? ● Can student include quotations, headings, subheadings, details, anecdotes, examples, statistics, and a list of their sources? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Extension task research notes ● Paper or computer ● Reading log 	Possible Supports During the Lesson:	

Lesson Overview		
Lesson Number	Lesson 37: Create a news page	Lesson is Optional
Description	In this lesson, students design and build a news page that contains their news story, graphical elements, and links to multimedia content. They also create a bibliography page that lists all their sources.	
Let's Express Our Understanding	Create a bibliography page.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their research to create a news page? ● Can students include links, text arranged in columns, pictures, and a bibliography page? 	

Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Student news article ● List of sources ● Extension task student exemplar ● Reading log 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 38: Produce a final news page	Lesson is Optional
Description	In this lesson, students create a checklist based on the extension task instructions, and use it to evaluate their own work. They then make final changes and submit a final product.	
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Use the checklist to evaluate your work. ● Make changes and corrections as needed. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their research to create a news page? ● Can students use a checklist to evaluate their work? 	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Student news article ● Student bibliography ● Extension task 	Possible Supports During the Lesson:

	directions <ul style="list-style-type: none"> ● Extension task checklist handout ● Reading log 		
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Section Overview		
Section Number	Section 10	Section is optional.
Description	Out of the Dust	
Assessment	<p>Students write a response to the question: “According to “Legacy,” what were the causes of the Dust Bowl? Identify at least three causes and provide evidence for each cause. What lessons were learned? What evidence does the article provide in support of this idea?</p> <p>Culminating task connections: Students demonstrate their ability to read, comprehend, and respond to grade-level text. This prepares students to respond to a cold-read prompt.</p> <p>Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a paragraph in response to a prompt.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student read and comprehend grade-level text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student answer comprehension questions based on a grade-level text? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? 	

	<ul style="list-style-type: none"> How well does the student apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)? 	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted versions of Out of the Dust Louisiana Connectors Essential Elements Cards - Grade 6-8 Literature Essential Elements Cards - Grade 6-8 Informational Student Response Modes - ELA IEP Goals Assistive Technology English Language Arts Guidebook Reading Support Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) Writing rubric/criteria for development and evaluation of a response Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details) 	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview			
Lesson Number	Lesson 39: Cold-read task, part 1		Lesson is Optional
Description	In this lesson, students assess their ability to read, understand, and express their understanding of an informational text and a poem by answering multiple choice questions		
Let's Express Our Understanding	You have approximately 40 minutes to read the texts and answer multiple choice questions 1–7.		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students read and comprehend grade-level text? • Can students answer comprehension questions based on a grade-level text? 		
Text(s)	"Legacy" from "The Dust Bowl" by PBS.org "Leaving the Dust Bowl" by Bob Bradshaw		
Materials	Lesson Materials: <ul style="list-style-type: none"> • Cold-read task items • Cold-read task answer sheet 	Possible Supports During the Lesson:	

Lesson Overview			
Lesson Number	Lesson 40: Cold-read task, part 2		Lesson is Optional

Description	In this lesson, students assess their ability to read, understand, and express their understanding of an informational text by writing an essay in response to a question.	
Let's Express Our Understanding	You have approximately 40 minutes to reread the text and write an essay in response to the writing prompt.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read, understanding, respond to grade-level text? ● Can students write an essay in response to a cold-read task? 	
Text(s)	"Legacy" from "The Dust Bowl" by PBS.org	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Cold-read task answer sheet 	Possible Supports During the Lesson: