

## Grade 6 –Steve Jobs

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



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

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

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

*Happy piloting!*

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

[ELA Companion Resources Survey](#)

[Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020](#)

[Guidance for Accessing and Adapting Grade-Level Text](#)

## Grade 6, Unit 2 - SteveJobs

Unit Overview		
Grade	6	Modified Unit Overview
Guidebook Text	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Unit Description	We will read Steve Job’s Stanford commencement address and a series of related literary and informational texts about the role of failure in success to understand that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. We will express our understanding through an essay that compares and contrasts how the author's word choice, use of evidence, and selected organization reflect a text’s purpose and a shared central idea.	Students with significant cognitive disabilities will have access to both the original and adapted versions of the informational text <i>Steve Jobs Stanford commencement address</i> and a series of related literary and informational texts about the role of failure in success to understand that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. We will express our understanding through a permanent product that compares and contrasts how the author's word choice, use of evidence, and selected organization reflect a text’s purpose and a shared central idea.
Essential Question	What role does failure play in success? What can a person learn from failure?	<i>What role does failure play in success? What can a person learn from failure?</i>
Culminating Task	<p>Compare and contrast how a central idea in Steve Jobs’ Stanford commencement address and J.K. Rowling’s Harvard commencement address is introduced and elaborated.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> <li>• Read paragraphs 18-22 of <a href="#">“The Fringe Benefits of Failure, and the Importance of Imagination”</a> by J.K. Rowling.</li> </ul>	<p>The students will locate and discuss a central idea in Steve Jobs Stanford commencement address and J.K. Rowling’s Harvard commencement address. Students will determine how each central idea is introduced and elaborated.</p> <p>To answer this question:</p>

	<ul style="list-style-type: none"> <li>• Determine a central idea that is similar between Jobs’ commencement address and Rowling’s commencement address.</li> <li>• Examine how the selected central idea is introduced and elaborated through particular details in each speech.</li> <li>• Locate examples and direct quotations that show how the central idea is introduced and elaborated in each speech.</li> </ul> <p>Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.</p>	<ul style="list-style-type: none"> <li>• Read paragraphs 18-22 of <a href="#">“The Fringe Benefits of Failure, and the Importance of Imagination”</a> by J.K. Rowling.</li> <li>• Determine a central idea in Jobs’ commencement address.</li> <li>• Determine a central idea in Rowling’s address.</li> <li>• Determine a central idea that is similar between Jobs’ commencement address and Rowling’s commencement address.</li> <li>• Identify and determine how the selected central idea is introduced and elaborated through particular details in each speech.</li> <li>• Locate examples and at least one direct quotation that shows how the central idea is introduced and elaborated in each speech.</li> </ul> <p>Write a comparison and contrast permanent product which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.</p>
Sections & Lessons	9 Sections, 41 lessons	5 Sections, 24 lessons

## Assessment Overview

### Guidebook Assessment

### Modified Assessment Overview

#### Culminating Writing Task

Students write a multiparagraph essay in response to the prompt: Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.

- Culminating writing task directions
- Exemplar student response
- Grade 6-8 writing rubric

The students will create a permanent product in response to the prompt: Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.

To answer this question:

- Explore and discuss a central idea in Steve Jobs' Stanford commencement address.
- Explore and discuss a central idea in J.K. Rowling's Harvard commencement address.
- Compare and contrast the two central ideas from each work.
- Determine a central idea of both Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement.
- Identify how the central idea from both stories is introduced and elaborated.

Your permanent product should state and logically support a response that compares and contrasts how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence.

Cold-Read Task	Students read paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination.” Then students answer a combination of questions.	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer key</li> <li>● Answer sheet</li> <li>● Grade 6-8 writing rubric</li> </ul>	This will be optional.
Extension Task	Students conduct research on a person who overcame failure. Then students write a speech: Emulate Jobs’ commencement address to write a research-based first person address about how the person they studied overcame failure and present it as a speech.	<ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Exemplar student response</li> <li>● Presentation rubric</li> <li>● Grade 6-8 writing rubric</li> </ul>	This will be optional.

Section Overview		
Section Number	1	<b>Modified Section Overview</b>
Description	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Assessment	<p>In their reading logs, students explain how the central idea in Jobs’ address is conveyed through specific details.</p> <p><b>Culminating task connections:</b> Students begin to develop their understanding of how an author introduces and elaborates a central idea by examining specific</p>	<p>In their reading logs, students describe how the central idea in Jobs’ address is carried through specific details within the text by using text-based evidence.</p> <p><b>Culminating task connections:</b></p>

details in Jobs' commencement address. This text is also used during the Culminating task. They also examine what Jobs' word choice reveals about his attitude toward success and failure and summarize each of the three stories contained in the speech.

Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to write an explanatory essay.

**Reading/Knowledge Look Fors:**

- How well does the student analyze how word choice reveals tone?
- How well does the student analyze the author's tone or attitude towards their subject?
- How well does the student determine the central idea of a text and how it is developed?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?
- How well does the student analyze relationships among the details of a text and how they develop ideas?

Students begin to develop their understanding of how an author introduces a central idea and elaborates on it by examining specific details in Jobs' commencement address. This text is also used during the Culminating task. They also explore what Jobs' word choice reveals about his attitude toward success and failure and summarize each of the three stories contained in the speech.

Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to write an explanatory essay of at least 3-4 paragraphs.

**Reading/Knowledge Look Fors:**

- How well does the student describe and explain how word choice reveals tone?
- How well does the student identify and explore the author's tone or attitude towards their subject?
- How well does the student describe the central idea of a text and how it is developed?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather evidence and then organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and/or develop ideas?
- How well does the student discover relationships among the details of a text and how they develop ideas?

Section Length	6 lessons		6 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>“Latina Sisters Aimed High, Defying Low Expectations”</p> <ul style="list-style-type: none"> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Background knowledge video links</li> </ul> </li> </ul> <p><a href="#">What is a commencement address?</a></p> <p><a href="#">Why were Steve Jobs and J.K. Rowling Chosen to be commencement speakers?</a></p> <p><a href="#">The structure of a commencement address</a></p> <ul style="list-style-type: none"> <li>● Support for Language</li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language</li> </ul> <p>Protocol for Explicitly Teaching Vocabulary</p> <p>Vocabulary Task for “relent”</p> <p>Language Links from TWR for lessons 2-6</p> <p>Mentor sentence protocol</p> <ul style="list-style-type: none"> <li>○ Support for Structure</li> </ul> <p>SOAPStone strategy for lesson 2</p> <ul style="list-style-type: none"> <li>○ Support for Meaning</li> </ul> <p>Additional text-dependent questions for lesson 2-5</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview			
Lesson Number	Lesson 1: "Courage of Famous Failures"		Modified Lesson Overview
Description	In this lesson, students watch "A Courage of Famous Failures" video, listen to Steve Jobs' Stanford commencement address, and discuss how failure leads to success.		In this lesson, the student watches "A Courage of Famous Failures" video and as needed, an adapted version and listens to Steve Jobs' Stanford commencement address. <ul style="list-style-type: none"> <li>● Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.6.10a</a>).</li> <li>● Determine how key individuals, events, or ideas are introduced in a text (<a href="#">LC.RI.6.3b</a>).</li> </ul>
Let's Express Our Understanding	In your reading log, write a paragraph answering the following question. <ul style="list-style-type: none"> <li>● How does failure lead to success?</li> <li>● Reference the video or Jobs' address in your response.</li> </ul>		In your reading log, answer the following question. <ul style="list-style-type: none"> <li>● How does failure lead to success?</li> <li>● Reference the video or Jobs' address to provide one to three facts to support your response.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify and describe an event in Jobs' speech in which failure led to success?</li> <li>● Can students cite evidence from the commencement address to support their explanation of how failure leads to success?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify an event in Jobs' speech in which failure led to success?</li> <li>● Can the student describe an event in Jobs' speech in which failure led to success?</li> <li>● Can the student accurately cite evidence to support their explanation of how failure leads to success?</li> </ul>
Text(s)	"Courage of Famous Failures" video Steve Jobs' Stanford commencement address		"Courage of Famous Failures" video Steve Jobs' Stanford commencement address
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of Steve Jobs' commencement address</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> </ul>



- Conversation stems
- Teacher talk moves

- Diverse Learners Guide - Section 01 of Grade 06 *Steve Jobs* - 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.6.3b](#):
  - Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters
  - Blank timelines
  - Various informational Texts
  - Interactive White Board
  - 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

			<ul style="list-style-type: none"> <li>• Highlighted text</li> <li>• Color coded text</li> <li>• Simpler or shorter text of the same content with the same key events or details</li> </ul>
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Lesson Overview 7		
Lesson Number	Lesson 2: Analyze Word Choice in Jobs' commencement address	Modified Lesson Overview
Description	In this lesson, students reread "Jobs' Stanford commencement address" (story one) and work with the language to analyze how the author's word choice impacts tone and meaning.	<p>In this lesson, with assistance as needed, the student rereads or listens to "Jobs' Stanford commencement address" (story one) and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.6.10b</a>).</li> <li>• 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 (<a href="#">LC.RI.6.4</a>).</li> </ul>
Let's Express Our Understanding	In your reading log, answer this question: How does the author's word choice and tone help you understand his experiences?	<p>In your reading log, answer these questions:</p> <ul style="list-style-type: none"> <li>• How does the author's word choice help you understand his experiences?</li> <li>• How does the author's tone help you understand his experiences?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify words that signal failure and words that signal success in the commencement address?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student locate words that signal failure in the commencement address?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can students explain how and why Jobs’ word choice and tone shift in paragraphs 1-9?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student locate words that signal success in the commencement address?</li> <li>• Can the student recognize that Jobs’ word choice and tone shift in paragraphs 1-9?</li> </ul>	
Text(s)	Steve Jobs’ Stanford commencement address	Steve Jobs’ Stanford commencement address	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio recording</a> of Steve Jobs’ commencement address</li> <li>• Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• Diverse Learners Guide - Section 01 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.10b</a>: <ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> <li>• Task analysis for using reference materials (e.g.,</li> </ul> </li> </ul>

			<p>dictionary)</p> <ul style="list-style-type: none"> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> <li>• An example can be found here:  <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a></li> </ul>
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Lesson Overview		
Lesson Number	Lesson 3: Summarizing Jobs' commencement address (story one)	Modified Lesson Overview
Description	In this lesson, students will identify the central idea, details, and write a summary of story one of Steve Jobs' Stanford commencement address.	In this lesson, with assistance as needed, the student will identify the central idea, details, and write or dictate a summary of story one of Steve Jobs' Stanford commencement address. <ul style="list-style-type: none"> <li>• Use textual evidence to support inferences (<a href="#">LC.RI.6.1</a>).</li> <li>• Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> </ul>
Let's Express Our Understanding	Share your summary of story one with another pair.	Share your summary of story one with another pair.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central idea of story one?</li> <li>• Can students summarize Jobs' first story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student determine the central idea of story one?</li> <li>• Can the student order summary sentences to create a summary of Job's first story?</li> </ul>
Text(s)	Steve Jobs' Stanford commencement address	Steve Jobs' Stanford commencement address

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Jobs summary handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio recording</a> of Steve Jobs' commencement address</li> <li>Conversation stems</li> <li>Transitions</li> <li>Evidence sentence starters</li> <li>Organizational frame</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Diverse Learners Guide</a></li> <li>Diverse Learners Guide - Section 01 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.2</a>: <ul style="list-style-type: none"> <li>Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary)</li> <li>Sentence strips that summarize the beginning, middle, and end of the text for sequence</li> <li>Sample text and three proposed summaries</li> <li>Read aloud texts</li> <li>Interactive white board</li> <li>Sentence strips that reflect key details about the topic</li> <li>Videos or story boards/cards of the story for visual</li> </ul> </li> </ul>
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			<p>supports.</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 4: Summarizing Jobs' Stanford commencement address (stories two and three)	<b>Modified Lesson Overview</b>
Description	In this lesson, students will identify the central idea, details, and write a summary of stories two and three of Steve Jobs' Stanford commencement address.	In this lesson, with assistance as needed, the student will identify the central idea, details, and write or dictate a summary of stories two and three of Steve Jobs' Stanford

		<p>commencement address.</p> <ul style="list-style-type: none"> <li>● Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> <li>● Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result (<a href="#">LC.RI.6.5</a>)).</li> </ul>	
Let's Express Our Understanding	Summarize Jobs' third story.	Summarize Jobs' third story.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the central ideas of story two and three?</li> <li>● Can students summarize story two and three?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student determine the central idea of story two?</li> <li>● Can the student determine the central idea of story three?</li> <li>● Can the student order summary sentences to create a summary of Job's second story?</li> <li>● Can the student order summary sentences to create a summary of Job's third story?</li> </ul>	
Text(s)	Steve Jobs' Stanford commencement address	Steve Jobs' Stanford commencement address	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Jobs summary handout</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of Steve Jobs' commencement address</li> <li>● Teacher talk moves</li> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> <li>● Organizational frame</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 01 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

			<p>essential for student understanding of key concepts</p> <ul style="list-style-type: none"><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.5</a>:<ul style="list-style-type: none"><li>• Graphic Organizers (blank data charts)</li><li>• Various informational Texts</li><li>• Sorting cards</li><li>• Interactive White Board</li><li>• List of signal words that might help students determine the text structure being used</li><li>• Peer support, collaborative grouping</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Repeated exposure to content and strategies</li><li>• Highlighted information within the text (e.g., signal words)</li><li>• Word bank from which students may select answers to questions</li><li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>• Simpler or shorter text of the same story with the same key events or details</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>• Peer support, collaborative grouping</li> </ul>
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<b>Lesson Overview</b>			
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Lesson Number	Lesson 5: Supporting a claim in Jobs' Stanford commencement address		Modified Lesson Overview
Description	In this lesson, students will learn to support a claim with evidence from the text, using Steve Jobs' Stanford Commencement Address. This lesson will prepare students for part 2 of the extension task because students will write a speech that has a claim, reasons, and evidence.		In this lesson, with assistance as needed, the student will learn to support a claim with evidence from the text, using Steve Jobs' Stanford Commencement Address. <ul style="list-style-type: none"> <li>• Evaluate the claim or argument; determine if it is supported by evidence (<a href="#">LC.RI.6.8b</a>).</li> <li>• Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.6.10b</a>).</li> </ul>
Let's Express Our Understanding	Complete the evidence based claims handout for stories two and three.		Complete the evidence based claims handout for: <ol style="list-style-type: none"> <li>1. story two</li> <li>2. story three</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the relevance of evidence in supporting a claim made by Jobs?</li> <li>• Can students explain how a piece of evidence supports or opposes a claim made by Jobs?</li> </ul>		<ul style="list-style-type: none"> <li>• Can the student determine the quality of evidence in supporting a claim made by Jobs?</li> <li>• Can the student discuss how a piece of evidence supports a claim made by Jobs?</li> <li>• Can the student discuss how a piece of evidence opposes a claim made by Jobs?</li> </ul>
Text(s)	Steve Jobs' Stanford commencement address		Steve Jobs' Stanford commencement address
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Evidence based claim</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>handout</p> <ul style="list-style-type: none"><li>• Reading log</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Audio recording</a> of Steve Jobs' commencement address</li><li>• Teacher talk moves</li><li>• Conversation stems</li><li>• Evidence sentence starters</li></ul>	<ul style="list-style-type: none"><li>• Original and <a href="#">adapted version(s)</a> of the text</li><li>• <a href="#">Adapting Lesson Plans</a></li><li>• <a href="#">Student Response Modes</a></li><li>• <a href="#">Diverse Learners Guide</a></li><li>• Diverse Learners Guide - Section 01 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.8b</a>:<ul style="list-style-type: none"><li>• Highlighted information within the text</li><li>• Graphic organizers</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Sentence strips that reflect supporting details about the topic</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Content delivered using multimedia (e.g., book,</li></ul></li></ul>
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			<p>storyboard, video, computer, etc.)</p> <ul style="list-style-type: none"> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 6: Identifying the central idea of a text	Modified Lesson Overview
Description	In this lesson, students will identify the central idea of Steve Jobs' commencement address and explain how specific details convey the central idea. This lesson will prepare students for the culminating writing task because students will identify a central idea and address how it is introduced and elaborated.	<p>In this lesson, the student will identify the central idea of Steve Jobs' commencement address and explain how specific details convey the central idea.</p> <ul style="list-style-type: none"> <li>• Use textual evidence to support inferences (<a href="#">LC.RI.6.1</a>).</li> <li>• Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> </ul>
Let's Express Our Understanding	In your reading log, answer: How is the central idea in Jobs' address conveyed through specific details?	In your reading log, answer: How is the central idea in Jobs' address expressed through details in the text?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central idea of Jobs' commencement address?</li> <li>• Can students explain how the central idea is conveyed through specific details in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student determine the central idea of Jobs' commencement address?</li> <li>• Can the student determine how the central idea is expressed through details in the text?</li> </ul>

Text(s)	Steve Jobs' Stanford commencement address		Steve Jobs' Stanford commencement address
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Jobs summary handout</li> <li>● Evidence based claims handout</li> <li>● Central idea handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of Steve Jobs' commencement address</li> <li>● Teacher talk moves</li> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 01 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.1</a>: <ul style="list-style-type: none"> <li>• Use picture/object/tactile representations to illustrate important events or details of events in the text</li> <li>• Sentence strips that reflect evidence about the topic</li> <li>• Use multi-media as a means for presenting information.</li> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Graphic organizers</li> </ul> </li> </ul>

			<ul style="list-style-type: none"><li>• Teach using meaningful content from a variety of mediums (e.g., internet)</li><li>• Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.</li><li>• Read aloud texts</li><li>• Highlighted information within the text</li><li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>• Clearly differentiated multiple-choice answers</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>• Simpler or shorter containing the same key information</li><li>• Peer support, collaborative grouping</li><li>• Picture icons on graphic organizers to support non-readers and visual learners</li></ul>
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### Section Overview

Section Number	2	<b>Section optional</b>
Description	Steve Jobs	
Assessment	Students participate in a Fishbowl Discussion to answer the question: How are the ideas presented in all three texts similar? They also write a paragraph summarizing the idea of failure in the three texts: Jobs' commencement address, "To Failure" by Philip Larkin, and "Mother to Son" by Langston Hughes.	

	<p><b>Culminating task connections:</b>  Students practice drawing connections between the central ideas of different texts, a skill the Culminating task is reliant upon. They continue to work with Jobs’ speech which is also used during the culminating task. Students practice analyzing themes in two poems and how the themes are developed through details in each text. They then analyze similarities in the poem’s themes and the central idea in Jobs’ speech and support their thinking with examples from each text.</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 explanatory essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the theme in poetry?</li> <li>● How well does the student analyze how the theme is developed through details in the text?</li> <li>● How well does the student draw connections between similar ideas in three texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>		
Section Length	3 lessons		3 lessons optional
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task “The Hare and the Hound”</li> </ul> </li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language  Language Link from TWR for lesson 7</li> <li>○ Support for Meaning  Additional support locating evidence to support a theme</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>

		for lesson 9	<ul style="list-style-type: none"> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<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 7: "To Failure"	<b>Lesson is optional</b>
Description	In this lesson, students will read "To Failure," by Philip Larkin, and analyze the figurative and connotative meanings to determine the message of the poem.	
Let's Express Our Understanding	Respond to the following questions in your Reading Log: <ul style="list-style-type: none"> <li>● What is the theme of "To Failure" by Philip Larkin?</li> <li>● How is the theme conveyed through particular details?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the theme of the poem?</li> <li>● Can students explain how the theme is developed through details in the text?</li> </ul>	



Text(s)	"To Failure," Philip Larkin		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading log</li> <li>● TP-CASTT handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> <li>● Evidence sentence starters</li> </ul>	

Lesson Overview			
Lesson Number	Lesson 8: "Mother to Son"		<b>Lesson is optional</b>
Description	In this lesson, students will read "Mother to Son", by Langston Hughes, and analyze the figurative and connotative meanings to determine the message of the poem.		
Let's Express Our Understanding	Respond in your reading log: What is the message from mother to son? Use specific evidence from the poem to explain your thoughts.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the theme of the poem?</li> <li>● Can students explain how the theme is developed through details in the text?</li> </ul>		
Text(s)	"Mother to Son" by Langston Hughes		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading Log</li> <li>● TP-CASTT handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	

### Lesson Overview

Lesson Overview			
Lesson Number	Lesson 9: Fishbowl discussion		<b>Lesson is optional</b>
Description	In this lesson, students will prepare and participate in a Fishbowl Discussion about Steve Jobs' commencement address, "To Failure," by Philip Larkin, and "Mother to Son," by Langston Hughes. This lesson will prepare students for part 2 of the extension task because students will write a speech that has a claim, reasons, and evidence.		
Let's Express Our Understanding	Students participate in a Fishbowl Discussion to answer the question: How are the ideas presented in all three texts similar?  Homework: In your reading log, write a paragraph summarizing the idea of failure in all three texts.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students make a connection between the ideas in all three texts?</li> <li>● Can students support their thinking with evidence from each text?</li> </ul>		
Text(s)	Steve Jobs' Stanford commencement address "To Failure" by Philip Larkin "Mother to Son" by Langston Hughes		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Completed TP-CASTT for "To Failure"</li> <li>● Completed TP-CASTT for "Mother to Son"</li> <li>● Completed Jobs</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> <li>● Transitions</li> <li>● Evidence sentence</li> </ul>	

	summary handout for Jobs' commencement address <ul style="list-style-type: none"> <li>• Fishbowl preparation handout</li> <li>• Fishbowl directions handout</li> </ul>	starters	
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Section Overview		
Section Number	3	Modified Section Overview
Description	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Assessment	<p>Students answer the question: Would the Wright Brothers agree with Steve Jobs' advice to "Stay hungry. Stay Foolish"? Students write 3-5 sentence explaining their stance, using their debate prep handout and the new evidence learned during the debate to write their response.</p> <p><b>Culminating task connections:</b> Students again practice drawing connections across texts to prepare for the Culminating task. They practice analyzing character traits, purpose, and point of view in "Letters from Wilbur Wright" in order to determine the text's central idea. Students then draw connections between the point of view of Wright and Jobs' in his commencement address. Students will use a similar process when preparing for the Culminating task, in evaluating how purpose and point of view contributes to the central idea of a text.</p>	<p>Students answer the question: Would the Wright Brothers agree with Steve Jobs' advice to "Stay hungry. Stay Foolish"? Students write 2-4 sentences explaining their stance, using their debate prep handout and the new evidence learned during the debate to write their response.</p> <p><b>Culminating task connections:</b> Students again practice drawing connections across texts to prepare for the Culminating task. They practice explaining and describing character traits, purpose, and point of view in "Letters from Wilbur Wright" in order to determine the text's central idea. Students then make connections between the point of view of Wright and Jobs' in his commencement address. Students will use a similar process when preparing for the Culminating task, in evaluating how purpose and point of view is introduced, elaborated, and contributes to the central idea of a text.</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 explanatory essay.

**Reading/Knowledge Look Fors:**

- How well does the student determine the central idea of a text?
- How well does the student determine the author's purpose of a text?
- How well does the student determine the author's point of view?
- How well does the student draw connections between the point of view on two texts?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?
- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

Your permanent product should state and logically support a response that compares and contrasts how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence.

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 explanatory product.

**Reading/Knowledge Look Fors:**

- How well does the student identify the central idea of a text?
- How well does the student identify the author's purpose of a text?
- How well does the student identify the author's point of view?
- How well does the student make connections between the point of view on two texts?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student locate, gather, and organize relevant and sufficient evidence to

		<p>demonstrate understanding of texts and/or topics, support claims, and develop ideas?</p> <ul style="list-style-type: none"> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and/or support arguments, analyses, and explanations?</li> </ul>	
Section Length	6 lessons	4 lessons, 2 lessons optional	
Additional Supports for Diverse Learners		<p>During the Section:</p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Language Links from TWR for lessons 11, 12, 13 and 15</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> <li>● Stand Where I Stand</li> <li>● Think Pair Share</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview			
Lesson Number	Lesson 10: Summarizing “Letters of Wilbur Wright”		<b>Modified Lesson Overview</b>
Description	In this lesson, students read “Letters of Wilbur Wright,” By Wilbur Wright and summarize each letter. Students also explain the overall central idea and how each letter contributes to the central idea.		In this lesson, with assistance as needed, the student reads “Letters of Wilbur Wright,” By Wilbur Wright and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.6.10a</a>).</li> <li>● Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> </ul>
Let’s Express Our Understanding	In your reading log, determine the central idea of Letters of “Wilbur Wright” by Wilbur Wright and explain how each letter conveys the central idea.		In your reading log, select the central idea of Letters of “Wilbur Wright” by Wilbur Wright and describe how one or more of the letters conveys the central idea.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the central idea of the letters?</li> <li>● Can students explain how each letter conveys the central idea?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student select the central idea of the letters from a given list?</li> <li>● Can the student describe how one or more of the letters conveys the central idea?</li> </ul>
Text(s)	“Letters of Wilbur Wright” by Wilbur Wright		“Letters of Wilbur Wright” by Wilbur Wright
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Summarizing handout</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.2</a><ul style="list-style-type: none"><li>• Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary)</li><li>• Sentence strips that summarize the beginning, middle, and end of the text for sequence</li><li>• Sample text and three proposed summaries</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Sentence strips that reflect key details about the topic</li><li>• Videos or story boards/cards of the story for visual supports.</li><li>• Graphic organizers</li><li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>• Clearly differentiated multiple-choice answers</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide</li></ul></li></ul> |
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			<p>access to content and facilitate responding</p> <ul style="list-style-type: none"> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 11: Use textual evidence to support a claim	Modified Lesson Overview
Description	In this lesson, students will reread “Letters of Wilbur Wright,” by Wilbur Wright and respond to text-dependent questions. Students will also discuss reasons to support a claim and find evidence to prove each reason. This lesson will prepare students for part 2 of the extension task because students will write a speech that has a claim, reasons, and evidence.	<p>In this lesson, the student will reread or be read to “Letters of Wilbur Wright,” by Wilbur Wright and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.6.10a</a>).</li> <li>• Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> </ul>
Let’s Express Our Understanding	Complete the claim, reason, evidence chart.	Complete the claim, reason, evidence chart.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the reasons that support the claim that the Wright brothers would succeed?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student acknowledge that the Wright brothers would succeed?</li> </ul>



	<ul style="list-style-type: none"> <li>• Can students support each reason with sufficient and relevant evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student identify the reasons that support the claim that the Wright brothers would succeed?</li> <li>• Can the student support each reason with evidence from the text?</li> </ul>
Text(s)	“Letters of Wilbur Wright” by Wilbur Wright	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Post-reading questions handout</li> <li>• Claim, reason, evidence chart handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.2</a></li> <li>• Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary)</li> <li>• Sentence strips that summarize the beginning, middle, and end of the text for sequence</li> <li>• Sample text and three proposed summaries</li> <li>• Read aloud texts</li> <li>• Interactive white board</li> </ul>

			<ul style="list-style-type: none"> <li>• Sentence strips that reflect key details about the topic</li> <li>• Videos or story boards/cards of the story for visual supports.</li> <li>• Graphic organizers</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 12: Individual analysis	<b>Modified Lesson Overview</b>

Description	<p>In this lesson, students will complete a character analysis of Wilbur Wright in “Letters of Wilbur Wright.”</p>		<p>In this lesson, with assistance as needed, the student will complete a character analysis of Wilbur Wright.</p> <ul style="list-style-type: none"> <li>● Determine an author's point of view or purpose in a text and explain how it is conveyed (<a href="#">LC.RI.6.6</a>).</li> <li>● Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result) (<a href="#">LC.RI.6.5</a>).</li> </ul>
Let’s Express Our Understanding	<p>Respond to the question in your reading log:</p> <ul style="list-style-type: none"> <li>● Describe Wilbur Wright’s traits, and explain how he was able to succeed.</li> <li>● Support your answer with specific evidence from the text.</li> </ul>		<p>Respond to the question in your reading log:</p> <ul style="list-style-type: none"> <li>● Identify one to three of Wilbur Wright’s traits. <ul style="list-style-type: none"> <li>○ How did these help him succeed?</li> </ul> </li> <li>● Support your answer with specific evidence from the text.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine appropriate character traits for Wilbur Wright based on details in the text?</li> <li>● Can students support each character trait with sufficient and relevant evidence from the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student match correct character traits for Wilbur Wright based on details in the text?</li> <li>● Can the student support each character trait with evidence from the text?</li> </ul>
Text(s)	“Letters of Wilbur Wright” by Wilbur Wright		“Letters of Wilbur Wright” by Wilbur Wright
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze Wilbur Wright handout</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

[LC.RI.6.6:](#)

- 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
- 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 multimedia (e.g., book, storyboard, video, computer, etc.)
- Clearly differentiated multiple-choice answers
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide

			<p>access to content and facilitate responding</p> <ul style="list-style-type: none"> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 13: Point of view & purpose	Modified Lesson Overview
Description	In this lesson, students will analyze Wilbur Wright’s point of view in “Letters of Wilbur Wright,” by Wilbur Wright.	<p>In this lesson, with assistance as needed, the student will analyze Wilbur Wright’s point of view in “Letters of Wilbur Wright,” by Wilbur Wright and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text and explain how it is conveyed (<a href="#">LC.RI.6.6</a>).</li> <li>• Evaluate the claim or argument; determine if it is supported by evidence (<a href="#">LC.RI.6.8b</a>).</li> </ul>
Let’s Express Our Understanding	<p>Respond to the questions in your reading log:</p> <ul style="list-style-type: none"> <li>• Why did Wilbur Wright write these letters?</li> <li>• How does Wright convey his point of view throughout the text?</li> </ul>	<p>Respond to the questions in your reading log:</p> <ul style="list-style-type: none"> <li>• Why did Wilbur Wright write these letters?</li> <li>• Identify two to four ways that Wright shows his point of view throughout the text?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine Wilbur Wright’s purpose for writing his letters?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student identify Wilbur Wright’s reason for writing his letters?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can students support Wright’s point of view with evidence from his letters?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student support Wright’s point of view with evidence from his letters?</li> </ul>	
Text(s)	“Letters of Wilbur Wright” by Wilbur Wright		“Letters of Wilbur Wright” by Wilbur Wright
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.6</a>: <ul style="list-style-type: none"> <li>• Squared paper to make cubes</li> <li>• Graphic Organizer (Venn Diagram)</li> <li>• Various informational Texts</li> <li>• Interactive White Board</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Sentence strips that provide support for the authors point of view</li> <li>• Videos or story boards/cards of the story for visual</li> </ul> </li> </ul>

			<p>supports</p> <ul style="list-style-type: none"> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 14: Prepare for philosophical chairs	<b>Lesson is optional</b>

Description	In this lesson, students will prepare for a Philosophical Chairs debate by choosing a side and preparing evidence to prove their claim.	
Let's Express Our Understanding	State your claim, reasons, and evidence aloud to answer the question: Would the Wright Brothers agree with Jobs' statement, "Stay hungry. Stay foolish"?	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students analyze Jobs' and Wright's points of view to determine if they would agree?</li> <li>• Can students support their thinking with evidence from each text?</li> </ul>	
Text(s)	Steve Jobs' Stanford commencement speech "Letters of Wilbur Wright", by Wilbur Wright	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Debate preparation handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 15: Philosophical chairs	<b>Lesson is optional</b>
Description	In this lesson, Students will participate in a debate using Philosophical Chairs.	
Let's Express Our Understanding	In your reading log, answer the question: Would the Wright Brothers agree with Steve Jobs' advice to "Stay hungry. Stay Foolish"? <ul style="list-style-type: none"> <li>○ Write 3-5 sentences explaining your stance.</li> <li>○ Use your debate prep handout and the new</li> </ul>	



	evidence learned during the debate to write your response.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students analyze Jobs’ and Wright’s points of view to determine if they would agree?</li> <li>• Can students support their thinking with evidence from each text?</li> </ul>	
Text(s)	Steve Jobs’ Stanford commencement speech “Letters of Wilbur Wright”, by Wilbur Wright	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Completed debate preparation handout</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>

Section Overview		
Section Number	4	Section optional
Description	Steve Jobs	
Assessment	<p>Students write a multiparagraph essay that determines the main idea of the article about Milton Hershey and explains how the author uses the events of Hershey’s life to develop the main idea. Students cite evidence from the article to support their response.</p> <p><b>Culminating task connections:</b> Students continue to practice finding the main or central idea of a text in a cold-read task. Students also practice writing the same type of essay they will encounter during the Culminating task, an explanatory essay focused on central idea. Students practice explaining in writing how events in Hershey’s life contribute to the main idea of the article. They will do a similar analysis</p>	

	<p>during the Culminating task as they understand how Jobs’ introduces and elaborates his main idea, including describing events from his own life.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write another explanatory essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the ironic connection between sugar, slavery, and freedom?</li> <li>● How well does the student explain the tension between slavery and freedom and how this relates to the central idea of the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> </ul>	

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

Lesson Overview		
Lesson Number	Lesson 16: Practice cold-read task, part 1	<b>Lesson is optional</b>
Description	In this lesson, students read an article about Milton Hershey independently and answer multiple choice questions to demonstrate understanding of the text.	
Let's Express Our Understanding	<p>You will have approximately 40 minutes to read the article about Milton Hershey and answer questions 1 – 6:</p> <ul style="list-style-type: none"> <li>● Which <b>best</b> explains the meaning of the phrase “<i>If at first you don't succeed, try, try again</i>” as it is used in the paragraph? What evidence from the paragraph <b>best</b> helps in understanding the meaning of the phrase in Part A?</li> <li>● What main strategy does the author use throughout the article to develop the claim that Milton Hershey failed many times before he was a successful businessman and</li> </ul>	

	<p>candy maker? Which <b>two</b> pieces of evidence from the passage <b>best</b> support the answer to Part A?</p> <ul style="list-style-type: none"> <li>• Write the letter of each detail from the passage into the chart below to create a summary. Be sure the details appear in chronological order.</li> <li>• What does the author suggest about the relationship between Hershey’s father’s failures and Hershey’s success? What evidence from the passage <b>best</b> supports the answer to Part A?</li> <li>• What word has a similar meaning to the word <i>philanthropy</i>? What evidence from the passage provides the <b>best</b> example of the word in Part A?</li> <li>• Which sentence <b>best</b> states the author’s purpose for writing the passage? What evidence from the passage <b>best</b> supports the answer to Part A?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the author’s purpose for writing the passage?</li> <li>• Can students support their thinking with evidence from the text?</li> </ul>	
Text(s)	“Milton Hershey” from Louisiana EAGLE	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Practice cold-read task items</li> <li>• Practice cold-read task answer sheet</li> </ul>	<p>Possible Supports During the Lesson:</p>

### Lesson Overview

Lesson Number	Lesson 17: Practice cold-read task, part 2		<b>Lesson is optional</b>
Description	In this lesson, students read an article about Milton Hershey independently and write a written response to demonstrate understanding of the text.		
Let's Express Our Understanding	You will have approximately 40 minutes to read the article about Milton Hershey and answer question 7: Write multi paragraph essay that determines the main idea of the article and explains how the author uses the events of Hershey's life to develop the main idea. Cite evidence from the article to support your response. Be sure to observe the conventions of standard English.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the main idea of the passage?</li> <li>● Can students explain which events of Hershey's life develop the main idea and cite examples from the text?</li> </ul>		
Text(s)	"Milton Hershey" from Louisiana EAGLE		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Practice cold-read task items</li> <li>● Practice cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:	

### Section Overview

Section Number	5	Modified Section Overview
Description	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Assessment	<p>Students write a paragraph explaining how the evidence from Jobs’ speech supports or contradicts a claim from one of four given quotes either from “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael or “Mindset for Achievement” by Carol Dweck.</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 explanatory essay.</p> <p><b>Culminating task connections:</b> Students continue developing their ability to draw connections across texts with increased rigor. In this section, they compare three texts, two at a time, looking for evidence from Jobs’ speech to support or contradict a given quote, or claim related to success and failure. Similar to the Culminating task, students must make connections between the central ideas of the texts to determine each author’s purpose and point of view and explain where and how the authors think similarly.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the central idea of a text?</li> <li>● How well does the student determine the author’s purpose in a text?</li> <li>● How well does the student determine the author’s point of view in a text?</li> </ul>	<p>Students write a 3-5 sentence paragraph explaining how the evidence from Jobs’ speech supports or contradicts a claim from one of four given quotes either from “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael or “Mindset for Achievement” by Carol Dweck.</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 explanatory product.</p> <p><b>Culminating task connections:</b> Students continue developing their ability to make connections across texts with increased rigor. In this section, they compare at least two texts looking for evidence from Jobs’ speech to support or contradict a given quote, or claim related to success and failure. Similar to the Culminating task, students must make connections between the central ideas of the texts to determine each author’s purpose and point of view and explain where and how the authors think similarly.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the central idea of a text?</li> <li>● How well does the student identify the author’s purpose in a text?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student draw connections between the ideas in two texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize the text?</li> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student identify the author’s point of view in a text?</li> <li>● How well does the student make connections between the ideas in two texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student summarize the text?</li> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student locate, gather, and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and/or develop ideas?</li> </ul>
Section Length	6 lessons	4 lessons, 2 lessons optional
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>“The Fringe Benefits of Failure, and the Importance of Imagination”</p> <p>During the Section:</p> <ul style="list-style-type: none"> <li>● Support for Language</li> <li>● Protocol for Explicitly Teaching Vocabulary</li> <li>● Vocabulary Task for “diverge”</li> <li>● Mentor Sentence Protocol</li> </ul> <p>Support for Meaning</p> <ul style="list-style-type: none"> <li>● Additional text dependent questions for lesson 19</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> </ul>

		<ul style="list-style-type: none"> <li>● Video support for building knowledge prior to lesson 22</li> <li>● <a href="#">Fixed Mindset vs. Growth Mindset</a></li> <li>● Support for summarizing for lesson 22</li> <li>● Notice and Note Signposts support for lesson 23</li> <li>● Additional text dependent questions for lesson 23</li> <li>● Additional support determining and locating evidence for lesson 23</li> <li>● Support for Structure</li> <li>● Additional support for author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> <li>● Stand Where I Stand</li> <li>● Think Pair Share</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 18: Summarizing “Mindset for Achievement”	<b>Lesson is optional</b>



Description	In this lesson, students will read and summarize “Mindset for Achievement,” by Carol Dweck.	
Let’s Express Our Understanding	Independently, write a summary of “Mindset for Achievement”, by Carol Dweck at the bottom of the Cornell notes handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the main idea of the article?</li> <li>• Can students explain the difference between being a learner and a non-learner using evidence from the text?</li> </ul>	
Text(s)	“Mindset for Achievement”, by Carol Dweck	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cornell notes summary</li> <li>• Question stems</li> <li>• Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Teacher talk moves</li> <li>• Conversation stems</li> </ul>

Lesson Overview		
Lesson Number	Lesson 19: Rereading “Mindset for Achievement”	<b>Lesson is optional</b>
Description	In this lesson, students will answer post-reading questions about “Mindset for Achievement,” by Carol Dweck.	
Let’s Express Our Understanding	Independently, answer question 3 on your post-reading questions: Would Carol Dweck, the author of “Mindset for Achievement,” consider Steve Jobs a learner or a non learner? Why? Use examples from <i>Steve Jobs’ Stanford Commencement Address</i> and “Mindset for Achievement” to explain what makes Jobs a learner or a non learner.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students categorize Jobs as a learner or non learner according to Dweck?</li> <li>• Can students support their thinking with sufficient and relevant evidence from both texts?</li> </ul>	
Text(s)	“Mindset for Achievement”, by Carol Dweck	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Post-reading questions</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Conversation stems</li> </ul>

Lesson Overview		
Lesson Number	Lesson 20: “Overcoming Obstacles”	<b>Modified Lesson Overview</b>
Description	In this lesson, students read “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael. Students also summarize, participate in a jigsaw activity, and write their own evidence based claim.	In this lesson, with assistance as needed, the student reads or is read to “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>• Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.6.10a</a>).</li> <li>• Provide a summary of the text distinct from personal opinions or judgments (<a href="#">LC.RI.6.2</a>).</li> </ul>
Let’s Express Our Understanding	Write a summary of “Overcoming Obstacles” by Jody Michael.	Write or dictate a summary of “Overcoming Obstacles” by Jody Michael.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central idea of sections of the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student identify the central idea of sections of the text?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can students summarize the text using the central ideas of individual sections?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student summarize the text using the central ideas?</li> </ul>
Text(s)	<p>“Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”, by Jody Michael</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Summary and Central Idea handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Diverse Learners Guide - Section 05 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.2</a>:</li> <li>• Highlighted important information; crossed out unimportant information in a version (i.e., read clean version, use marked up version to write summary)</li> <li>• Sentence strips that summarize the beginning, middle, and end of the text for sequence</li> <li>• Sample text and three proposed summaries</li> <li>• Read aloud texts</li> </ul>

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

Lesson Number	Lesson 21: Point of view		Modified Lesson Overview
Description	In this lesson, students identify the author’s point of view in “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael.		In this lesson, with assistance as needed, the student identifies the author’s point of view in “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael. <ul style="list-style-type: none"> <li>● Determine an author's point of view or purpose in a text and explain how it is conveyed (<a href="#">LC.RI.6.6</a>).</li> <li>● Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result) (<a href="#">LC.RI.6.5</a>).</li> </ul>
Let’s Express Our Understanding	Respond to the following questions in your Reading Log: <ul style="list-style-type: none"> <li>● What is the author’s purpose and point of view in writing “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”?</li> <li>● How does Jody Michael convey her purpose and point of view?</li> </ul>		Respond to the following questions in your Reading Log: <ul style="list-style-type: none"> <li>● What is the author’s purpose in writing “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”?</li> <li>● What is the author’s point of view in “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”?</li> <li>● How does Jody Michael convey her purpose?</li> <li>● How does Jody Michael convey her point of view?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the author’s purpose in the text?</li> <li>● Can students explain how the author conveys their purpose by citing evidence from the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify the author’s purpose in the text?</li> <li>● Can the student cite text evidence to show how the author conveys her purpose?</li> </ul>
Text(s)	“Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”, by Jody Michael		“Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success”, by Jody Michael
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Partially completed</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>summary and central idea handout</p> <ul style="list-style-type: none"><li>● SOAPstone handout</li><li>● Reading log</li></ul>	<ul style="list-style-type: none"><li>● Conversation stems</li></ul>	<ul style="list-style-type: none"><li>● Original and <a href="#">adapted version(s)</a> of the text</li><li>● <a href="#">Adapting Lesson Plans</a></li><li>● <a href="#">Student Response Modes</a></li><li>● <a href="#">Diverse Learners Guide</a></li><li>● Diverse Learners Guide - Section 05 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.6</a>:<ul style="list-style-type: none"><li>● Squared paper to make cubes</li><li>● Graphic Organizer (Venn Diagram)</li><li>● Various informational Texts</li><li>● Interactive White Board</li><li>● Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>● Sentence strips that provide support for the authors point of view</li><li>● Videos or story boards/cards of the story for visual supports</li><li>● Technology (e.g., interactive whiteboard, informational texts read by the computer that</li></ul></li></ul>
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			<p>highlights text)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Highlighted information within the text</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 22: Supporting & contradicting claims in Jobs' address	<b>Modified Lesson Overview</b>
Description	In this lesson, students will identify evidence in Steve Jobs' Stanford commencement address to support or contradict claims from "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success," by Jody Michael and "Mindset for Achievement" by Carol Dweck.	In this lesson, with assistance as needed, the student will identify evidence in Steve Jobs' Stanford commencement address to support or contradict claims from "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success," by Jody Michael.

		<ul style="list-style-type: none"> <li>● 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) (<a href="#">LC.RI.6.9</a>).</li> <li>● Distinguish claims or arguments from those that are supported by evidence from those that are not (<a href="#">LC.RI.6.8c</a>).</li> </ul>	
Let's Express Our Understanding	Working with your group, you will complete the evidence chart for the first quotation that you analyzed.	Working with your group, you will complete the evidence chart for the first quotation that you looked over.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine if evidence supports or contradicts a claim?</li> <li>● Can students select evidence from Jobs' speech to support or contradict a given quote?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student decide if evidence supports a claim?</li> <li>● Can the student decide if evidence contradicts a claim?</li> <li>● Can the student select evidence from Jobs' speech to support a given quote?</li> <li>● Can the student select evidence from Jobs' speech to contradict a given quote?</li> </ul>	
Text(s)	Steve Jobs' Stanford commencement address "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael "Mindset for Achievement" by Carol Dweck	Steve Jobs' Stanford commencement address "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Evidence Chart 1</li> <li>● Evidence Chart 2</li> <li>● Evidence Chart 3</li> <li>● Evidence Chart 4</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 05 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> </ul>



			<ul style="list-style-type: none"> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.9</a>: <ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Read aloud texts</li> <li>• Interactive white board</li> </ul> </li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
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Lesson Overview		
Lesson Number	Lesson 23: Present claims and findings	<b>Modified Lesson Overview</b>

<p>Description</p>	<p>In this lesson, students will present the evidence they found during the previous lesson, from Steve Jobs’ Stanford commencement address to support or contradict claims from “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael and “Mindset for Achievement” by Carol Dweck.</p>	<p>In this lesson, with assistance as needed, the student will present the evidence they found during the previous lesson, from Steve Jobs’ Stanford commencement address to support or contradict claims from “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” by Jody Michael.</p> <ul style="list-style-type: none"> <li>● Evaluate the claim or argument; determine if it is supported by evidence (<a href="#">LC.RI.6.8b</a>).</li> <li>● Identify key individuals, events, or ideas in a text (<a href="#">LC.RI.6.3a</a>).</li> </ul>
<p>Let’s Express Our Understanding</p>	<p>Meet with your group and fill out the group reflection on the student discussion tracker handout:</p> <ol style="list-style-type: none"> <li>a. Did everyone participate in the presentation?</li> <li>b. Did our group answer the questions that were posed by the audience?</li> <li>c. Our group is proud of:</li> <li>d. Our group could have improved by:</li> </ol> <p>Homework: In your reading log, write a paragraph explaining how the evidence from Jobs’ speech supported or contradicted the claim from your quote.</p>	<p>Meet with your group and fill out the group reflection on the student discussion tracker handout:</p> <ol style="list-style-type: none"> <li>A. Did everyone participate in the presentation?</li> <li>B. Did our group answer the questions that were posed by the audience?</li> <li>C. Our group is proud of:</li> <li>D. Our group could have improved by:</li> </ol> <p>With a partner, write or dictate 3-5 sentences explaining how the evidence from Jobs’ speech supported or contradicted the claim from your quote.</p>
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> <li>● Can students determine if evidence supports or contradicts a claim?</li> <li>● Can students select evidence from Jobs’ speech to support or contradict a given quote?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student decide if evidence supports a claim?</li> <li>● Can the student decide if evidence contradicts a claim?</li> <li>● Can the student select evidence from Jobs’ speech to support a given quote?</li> <li>● Can the student select evidence from Jobs’ speech to contradict a given quote?</li> </ul>

Text(s)	Steve Jobs' Stanford commencement address "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael "Mindset for Achievement" by Carol Dweck		Steve Jobs' Stanford commencement address "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Completed evidence chart 1</li> <li>● Completed evidence chart 2</li> <li>● Completed evidence chart 3</li> <li>● Completed evidence chart 4</li> <li>● Discussion tracker handout</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Diverse Learners Guide - Section 05 of Grade 06 <i>Steve Jobs</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.8b</a>:             <ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> <li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>• Sentence strips that reflect supporting details about the topic</li> <li>• Videos or story boards/cards of the story for visual supports</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>
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Section Overview		
Section Number	6	Modified Section Overview
Description	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Assessment	<p>Both “Casey at the Bat” and “David and Goliath” teach the lesson that there is a consequence to being arrogant. Students compare and contrast how this idea is conveyed in both texts in a constructed response.</p> <p><b>Culminating task connections:</b> Students continue to practice comparing texts, this time with two poems. Students draw a connection between texts by finding a common theme and explaining the development of the</p>	<p>Both “Casey at the Bat” and “David and Goliath” teach the lesson that there is a consequence to being arrogant. Students, with assistance as needed, will compare and contrast how this idea is conveyed in both texts first by using a venn diagram and then in a constructed response.</p> <p><b>Culminating task connections:</b> Students continue to practice comparing texts, this time with</p>

theme with evidence from each text, including character development and the impact word choice has on tone. Students also deepen their understanding of failure by learning that not only can failure lead to success, but arrogance can also lead to failure. Students will later be able to contrast the arrogance found within Casey and Goliath with the humble nature that both Jobs and Rowling share during the Culminating task preparation.

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 explanatory essay.

**Reading/Knowledge Look Fors:**

- How well does the student determine appropriate character traits based on details in a text?
- How well does the student determine how word choice contributes to tone and meaning?
- How well does the student develop an appropriate theme statement?

**Writing/ELA Skill Look Fors:**

- How well does the student summarize a text?
- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?
- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

two poems. Students make a connection between texts by finding a common theme and explaining how the theme is brought out with evidence from each text, including character development and the impact word choice has on tone. Students also deepen their understanding of failure by learning that not only can failure lead to success, but arrogance can also lead to failure. Students will later be able to contrast the arrogance found within Casey and Goliath with the humble nature that both Jobs and Rowling share during the Culminating task preparation.

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 explanatory essay as a permanent product.

**Reading/Knowledge Look Fors:**

- How well does the student identify appropriate character traits based on details in a text?
- How well does the student connect with how word choice contributes to tone and meaning?
- How well does the student develop an appropriate theme statement?

**Writing/ELA Skill Look Fors:**

- How well does the student summarize a text?
- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student identify and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?

		<ul style="list-style-type: none"> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> <li>● Venn diagram</li> </ul>

Lesson Overview			
Lesson Number	Lesson 24: "Casey at the Bat"		
		<b>Modified Lesson Overview</b>	
Description	In this lesson, students will read a new text, "Casey at the Bat," by Ernest Lawrence Thayer and describe how the plot unfolds through important events. Students will also describe the characters throughout the poem.	In this lesson, with assistance as needed, the student will read or be read to a new text, "Casey at the Bat," by Ernest Lawrence Thayer and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (<a href="#">LC.RL.6.10a</a>).</li> <li>Describe how the plot unfolds in a story (<a href="#">LC.RL.6.3a</a>).</li> </ul>	
Let's Express Our Understanding	Respond to the following in your reading log: Using your completed plot and characters handout write the story of Casey at Bat. Be sure to include details about Casey and the crowd in your response.	Respond to the following in your reading log: Using your completed plot and characters handout write or dictate the story of Casey at Bat.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students identify the main events in the passage?</li> <li>Can students summarize the passage and include the most important characters and events?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student identify the main events in the passage?</li> <li>Can the student summarize the passage including: <ul style="list-style-type: none"> <li>characters</li> <li>events</li> </ul> </li> </ul>	
Text(s)	"Casey at the Bat" by Ernest Lawrence Thayer		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Plot and characters handout</li> <li>Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio recording</a> of "Casey at the Bat"</li> <li>Teacher talk moves</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> </ul>

		<ul style="list-style-type: none"><li>• Conversation stems</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Diverse Learners Guide</a></li><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature LC.RL.6.3a:</a><ul style="list-style-type: none"><li>• Reflective journals</li><li>• Blank paper/crayons</li><li>• Chapter books</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li><li>• Preview of the text, illustrations, and details, frontloading</li><li>• Pictures, objects, or tactile representations to illustrate the key details</li><li>• Sentence strips that reflect text from the story that supports the key details</li><li>• Videos or story boards/cards of the story for visual</li></ul></li></ul>
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			<p>supports</p> <ul style="list-style-type: none"> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 25: Language & rhythm in a poem	Modified Lesson Overview
Description	In this lesson, students will read “Casey at the Bat” by Ernest Lawrence Thayer and analyze the way language and word choice contribute to the meaning and the tone of the poem.	<p>In this lesson, with assistance as needed, the student will read or be read to “Casey at the Bat,” by Ernest Lawrence Thayer and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• 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 (<a href="#">LC.RL.6.4</a>).</li> <li>• 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 (<a href="#">LC.RL.6.5</a>).</li> </ul>
Let’s Express Our Understanding	Respond to the following in your reading log: How does the word choice contribute to the meaning and the tone of the poem? Use at least 2 examples to explain your answer.	Respond to the following in your reading log: How does the word choice add to the meaning and the tone of the poem? Use an example to explain your answer.

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the tone of the poem based on the author’s word choice?</li> <li>• Can students explain how the author’s word choice contributes to the tone of the poem, citing evidence from the text to support their thinking?</li> </ul>		<ul style="list-style-type: none"> <li>• Can the student define the term “tone” in reference to poetry?</li> <li>• Can the student use the author’s word choice to identify the tone of the poem?</li> <li>• Can the student discuss how the author’s word choice contributes to the tone of the poem?</li> </ul>
Text(s)	“Casey at the Bat” by Ernest Lawrence Thayer		“Casey at the Bat” by Ernest Lawrence Thayer
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Meaning of words and phrases chart</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio recording</a> of “Casey at the Bat”</li> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature LC.RL.6.5:</a> <ul style="list-style-type: none"> <li>• Read aloud texts</li> <li>• Interactive white board</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Graphic organizers</li> <li>• Highlighted text</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Preview of the text, illustrations, and details, frontloading</li> <li>• Pictures, objects, or tactile representations to illustrate the key details</li> <li>• Sentence strips that reflect text from the story that supports the key details</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 26: "David and Goliath"	Modified Lesson Overview
Description	In this lesson, students will read and identify events in <i>David and Goliath</i> . They will also cite evidence to prove and explain David and Goliath's ideas of success.	<p>In this lesson, students will read or be read to and identify events in <i>David and Goliath</i> and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including</li> </ul>

		<p>how they change during the course of the story (<a href="#">LC.RL.6.1b</a>).</p> <ul style="list-style-type: none"> <li>• Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction (<a href="#">LC.RL.6.10a</a>).</li> </ul>	
Let's Express Our Understanding	Respond to the following in your reading log: Describe the events that led David to beating Goliath.	Respond to the following in your reading log: Describe, order, or identify the events that led David to beating Goliath	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students contrast David and Goliath's beliefs about strength and success?</li> <li>• Can students summarize the text, noting the events that allowed David to beat Goliath?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student tell the difference between David and Goliath's belief about strength?</li> <li>• Can the student tell the difference between David and Goliath's belief about success?</li> <li>• Can the student give a summary of the text paying close attention to the events that allowed David to beat Goliath?</li> </ul>	
Text(s)	"The Story of David and Goliath"	"The Story of David and Goliath"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Text-dependent questions</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature LC.RL.6.1b</a>:</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Highlighters</li><li>• Text</li><li>• Sorts</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li><li>• Preview of the text, illustrations, and details, frontloading</li><li>• Pictures, objects, or tactile representations to illustrate the key details</li><li>• Sentence strips that reflect text from the story that supports the key details</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Picture icons on graphic organizers to support non-readers and visual learners</li></ul> |
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			<ul style="list-style-type: none"> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 27: Determining theme	Modified Lesson Overview
Description	In this lesson, students will review the text-dependent questions and identify the theme of <i>The Story of David and Goliath</i> .	<p>In this lesson, with assistance as needed, the student will review the text-dependent questions and identify the theme of <i>The Story of David and Goliath</i>.</p> <ul style="list-style-type: none"> <li>• Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details (<a href="#">LC.RL.6.2b</a>).</li> <li>• Refer to details and examples in a text when explaining what the text says explicitly (<a href="#">LC.RL.6.1a</a>).</li> </ul>
Let's Express Our Understanding	Respond to the question in your reading log: Discuss a theme of the text and explain how that theme is conveyed through specific details.	<p>Respond to the question in your reading log:</p> <ol style="list-style-type: none"> <li>1. Discuss a theme of the text.</li> <li>2. Explain how that theme is shown through details from the text.</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students develop a theme statement that is appropriate to the text and topic?</li> <li>• Can students support their theme statement using specific details from the text as evidence?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student create a theme statement that goes with the text and topic?</li> <li>• Can the student support their theme statement using text evidence?</li> </ul>

Text(s)	“The Story of David and Goliath”		“The Story of David and Goliath”
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Completed text-dependent questions</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature LC.RL.6.2b:</a></li> <li>● Paper/Crayons</li> <li>● Read aloud texts</li> <li>● Interactive white board</li> <li>● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>● Graphic organizers</li> <li>● Highlighted text</li> <li>● Preview of the text, illustrations, and details, frontloading</li> <li>● Pictures, objects, or tactile representations to illustrate the theme or other important information</li> </ul>

			<ul style="list-style-type: none"> <li>• Sentence strips that reflect text from the story</li> <li>• Videos or story boards/cards of the story for visual supports</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 28: Comparing and contrasting central ideas and themes	<b>Modified Lesson Overview</b>
Description	In this lesson, students will compare and contrast the central ideas and themes of <i>The Story of David &amp; Goliath</i> and <i>Casey at the Bat</i> .	<p>In this lesson, the student will state the differences and similarities in the central ideas and themes of <i>The Story of David &amp; Goliath</i> and <i>Casey at the Bat</i>.</p> <ul style="list-style-type: none"> <li>• Compare texts from different genres that have a similar theme or address the same topic (<a href="#">LC.RL.6.9</a>).</li> <li>• Determine the theme(s) of a story, drama, or poem</li> </ul>



		including how it is conveyed through particular details ( <a href="#">LC.RL.6.2b</a> ).	
Let's Express Our Understanding	Both texts teach the lesson that there is a consequence to being arrogant. Respond to the following in your reading log: Compare and contrast how this idea is conveyed in both texts.	Both texts teach the lesson that there is a consequence to being arrogant. Respond to the following in your reading log: State one way that this idea is conveyed the same or differently in both texts	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine a theme statement that is appropriate for both texts?</li> <li>• Can students support their theme statement using specific details from both texts as evidence?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify a theme statement that is appropriate for "Casey at the Bat"?</li> <li>• Can students identify a theme statement that is appropriate for "The Story of David and Goliath"?</li> <li>• Can students identify a theme statement that is appropriate for both texts?</li> <li>• Can students support their theme statement using details from both texts as evidence?</li> </ul>	
Text(s)	"Casey at the Bat" by Ernest Lawrence Thayer "The Story of David and Goliath"	"Casey at the Bat" by Ernest Lawrence Thayer "The Story of David and Goliath"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Let's express our understanding from lesson 24</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature LC.RL.6.9:</a></li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Texts about the same topic in different genres.</li><li>• Venn Diagram</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li><li>• Preview of the text, illustrations, and details, frontloading</li><li>• Pictures, objects, or tactile representations to illustrate the key details</li><li>• Sentence strips that reflect text from the story that supports the key details</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Picture icons on graphic organizers to support non-readers and visual learners</li></ul> |
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Section Overview		
Section Number	7	Section optional
Description	Steve Jobs	
Assessment	<p>Students read paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination” as part of the cold-read task and answer question 6: Read these sentences from Steve Jobs’ commencement address and J.K. Rowling’s speech “The Fringe Benefits of Failure, and the Importance of Imagination.”</p> <p><b>1. It turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again. (Jobs)</b></p> <p><b>2. I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life. (Rowling)</b></p> <p>Write a multi paragraph essay that explains how these ideas contribute to the development of the central idea of each text. Cite evidence from both speeches to support your response. Be sure to observe the conventions of standard English.</p> <p><b>Culminating task connections:</b> Students read the additional text they will use during the Culminating task as a part of the cold-read task. In preparation for the Culminating task prompt, students consider the central idea of Rowling’s and Jobs’ speeches and how particular sentences from each contribute to the development of each central idea. For their cold-read essay, students can consider a separate central idea for each text, however, for the Culminating essay, students will need to have a shared central idea for both texts. Students may</p>	

	<p>use the same selected sentences in their Culminating essay when explaining how the shared central idea is introduced and elaborated.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. They practice writing an additional explanatory essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the author’s purpose in a text?</li> <li>● How well does the student determine the central idea of a text?</li> <li>● How well does the student explain how a particular sentence contributes to a central idea of a text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> </ul>	

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

<b>Lesson Overview</b>
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Lesson Number	Lesson 29: Cold-read task, part 1	<b>Lesson is optional</b>
Description	In this lesson, students read <i>The Fringe Benefits of Failure, and the Importance of Imagination</i> , by J.K. Rowling independently and answer multiple choice questions to demonstrate understanding of the text.	
Let's Express Our Understanding	<p>You will have approximately 40 minutes to read paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" and answer questions 1 - 5.</p> <ul style="list-style-type: none"> <li>● What is the meaning of the tunnel metaphor?</li> <li>● What is the purpose of this sentence in paragraph 19: <b>Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena I believed I truly belonged?</b> Which other</li> </ul>	

	<p>sentence within the passage serves a similar purpose?</p> <ul style="list-style-type: none"> <li>• Which statement <b>best</b> summarizes paragraphs 18–22 of “The Fringe Benefits of Failure, and the Importance of Imagination”?</li> <li>• What does the word <i>inessential</i> mean based on the context in which it is used? Which sentence <b>best</b> supports the meaning of the word <i>inessential</i> in Part A?</li> <li>• What is the meaning of the phrase <i>to fail by default</i> as used in paragraph 20? Which word from paragraph 20 <b>best</b> helps in understanding the meaning of Part A?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the best summary of the text?</li> <li>• Can students explain the author’s point of view on the role of failure in success?</li> </ul>	
Text(s)	Paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Cold-read task items</li> </ul>	<p>Possible Supports During the Lesson:</p>

Lesson Overview		
Lesson Number	Lesson 30: Cold-read task, part 2	<b>Lesson is optional</b>
Description	In this lesson, students read “The Fringe Benefits of Failure, and	

	the Importance of Imagination” by J.K. Rowling independently and write a written response to demonstrate understanding of the text.	
Let’s Express Our Understanding	<p>You will have approximately 40 minutes to read paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination” and answer question 6: Read these sentences from Steve Jobs’ commencement address and J.K. Rowling’s speech “The Fringe Benefits of Failure, and the Importance of Imagination.”</p> <p><b>1. It turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again. (Jobs)</b></p> <p><b>2. I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life. (Rowling)</b></p> <p>Write multi paragraph essay that explains how these ideas contribute to the development of the central idea of each text. Cite evidence from both speeches to support your response. Be sure to observe the conventions of standard English.</p>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central idea of text?</li> <li>• Can students support their thinking with sufficient and relevant evidence from each text?</li> </ul>	
Text(s)	Paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-read task items</li> </ul>	Possible Supports During the Lesson:

Section Overview		
Section Number	8	<b>Modified Section Overview</b>
Description	Steve Jobs	Original and adapted versions of <i>Steve Jobs</i>
Assessment	Students write a final draft of the Culminating task. Students make sure that they have done the following in their final draft: <ul style="list-style-type: none"> <li>○ State your claim</li> <li>○ Provide evidence to support your claim</li> <li>○ Use transitional words and phrases to clarify your ideas</li> </ul>	Students write or dictate a final draft of the Culminating task as their permanent product. Your permanent product should state and logically support a response that compares and contrasts how a central idea in Steve Jobs’ Stanford commencement address and J.K. Rowling’s Harvard commencement address is introduced and elaborated. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence.



- Use direct quotations from the texts
- Maintain a formal style and use grade-appropriate grammar and language

**Culminating task connections:**

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

**Reading/Knowledge Look Fors:**

- How well does the student generate an appropriate claim to address an essay prompt?
- How well does the student determine a shared central idea?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?
- How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

Students make sure that they have done the following in their final draft:

- State your claim
- Provide evidence to support your claim
- Use transitional words and phrases to clarify your ideas
- Use direct quotations from the texts
- Maintain a formal style and use grade-appropriate grammar and language

**Culminating task connections:**

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

**Reading/Knowledge Look Fors:**

- How well does the student develop an appropriate claim to address an essay prompt?
- How well does the student identify a shared central idea in 2 texts?

**Writing/ELA Skill Look Fors:**

- How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?

		<ul style="list-style-type: none"> <li>● How well does the student identify and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult</p>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion (e.g., logical sequence of ideas, inclusion of details)</li> <li>● Stand where I stand</li> <li>● Think Pair Share</li> </ul>

this document as needed when implementing each lesson.

### Lesson Overview

Lesson Number	Lesson 31: Review Rowling’s speech and the CWT		Modified Lesson Overview
Description	In this lesson, students read and review J.K. Rowling’s Harvard commencement address and review the Culminating Writing Task.		In this lesson, with assistance as needed, the student will read or listen to and review J.K. Rowling’s Harvard commencement address. <ul style="list-style-type: none"> <li>● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.6.10b</a>).</li> <li>● Use textual evidence to support inferences (<a href="#">LC.RI.6.1</a>).</li> </ul>
Let’s Express Our Understanding	Students participate in a whole-class discussion to answer the question: What is a central idea in “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling?		The student will participate in a whole-class discussion to answer the question: What is a central idea in “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students articulate the central idea in Rowling’s speech?</li> <li>● Can students support their central idea with details from the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student state the central idea in Rowling’s speech?</li> <li>● Can the student support their central idea with details from the text?</li> </ul>
Text(s)	“The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling		“The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Central idea evidence template</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio and video</a></li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> </ul>

	<ul style="list-style-type: none"> <li>• Culminating writing task directions</li> </ul>	<p><a href="#">recording</a> of “The Fringe Benefits of Failure, and the Importance of Imagination”</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.10b</a>: <ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> <li>• Task analysis for using reference materials (e.g., dictionary)</li> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> <li>• An example can be found here:here: <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a></li> </ul> </li> </ul>
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Lesson Number	Lesson 32: Identifying a claim and evidence for CWT	Modified Lesson Overview
Description	<p>In this lesson, students begin the writing process to answer the prompt: Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.</p>	<p>In this lesson, students begin the writing process to answer the prompt.</p> <ul style="list-style-type: none"> <li>● Distinguish claims or arguments from those that are supported by evidence from those that are not (<a href="#">LC.RI.6.8c</a>).</li> <li>● 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) (<a href="#">LC.RI.6.9</a>).</li> </ul>
Let's Express Our Understanding	<p>Share your prewriting graphic organizer with a partner.</p> <ul style="list-style-type: none"> <li>● Is there evidence from each text?</li> <li>● Are there direct quotations from each text?</li> <li>● Are there specific details that support the claim from each text?</li> </ul>	<p>Share your prewriting graphic organizer with a partner.</p> <ul style="list-style-type: none"> <li>● Is there evidence from each text?</li> <li>● Is there a quote from each text?</li> <li>● Are there specific details that support the claim from each text?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a central idea that is appropriate for both texts?</li> <li>● Can students support the shared central idea with reasons and evidence from each text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student determine a central idea that is appropriate for Steve Jobs' Stanford commencement speech?</li> <li>● Can the student determine a central idea that is appropriate for "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling?</li> <li>● Can the student determine a central idea that is appropriate for both texts?</li> <li>● Can the student support the shared central idea with reasons and evidence from each text?</li> </ul>
Text(s)	<p>Steve Jobs' Stanford commencement speech "The Fringe Benefits of Failure, and the Importance of</p>	<p>Steve Jobs' Stanford commencement speech "The Fringe Benefits of Failure, and the Importance of</p>

	Imagination” by J.K. Rowling		Imagination” by J.K. Rowling
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Completed central idea evidence charts</li> <li>● Completed evidence charts</li> <li>● Prewriting graphic organizer handout</li> <li>● Culminating writing task rubric handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio and video recording</a> of “The Fringe Benefits of Failure, and the Importance of Imagination”</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.9</a>:</li> <li>● Highlighted information within the text</li> <li>● Graphic organizers</li> <li>● Venn Diagram</li> <li>● Read aloud texts</li> <li>● Interactive white board</li> <li>● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>● Picture icons on graphic organizers to support non-readers and visual learners</li> <li>● Peer support, collaborative grouping</li> <li>● Prepared objects, pictures, words, sentence strips,</li> </ul>

			or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 33: Writing a first draft of the culminating writing task	Modified Lesson Overview
Description	In this lesson, students continue the writing process by writing a first draft to answer the prompt: Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.	In this lesson, students continue the writing process by writing a first draft to answer the prompt. <ul style="list-style-type: none"> <li>• 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) (<a href="#">LC.RI.6.9</a>).</li> <li>• Determine an author's point of view or purpose in a text and explain how it is conveyed (<a href="#">LC.RI.6.6</a>).</li> <li>• 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) (<a href="#">LC.W.6.4</a>).</li> </ul>
Let's Express Our Understanding	Using your prewriting graphic organizer, write a draft essay in response to the culminating writing task prompt.	Using your prewriting graphic organizer, write or dictate a draft essay in response to the culminating writing task prompt.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the necessary components of a thesis statement for the essay that fully addresses the prompt?</li> <li>• Can students write a draft of the essay that fully addresses the prompt?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student create a thesis statement for the essay that relates to the prompt?</li> <li>• Can the student write a draft of the essay?</li> </ul>
Text(s)	Steve Jobs' Stanford commencement speech	Steve Jobs' Stanford commencement speech

	“The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling		“The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Prewriting graphic organizer</li> <li>● Notebook paper</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio and video recording</a> of “The Fringe Benefits of Failure, and the Importance of Imagination”</li> <li>● <a href="#">Audio recording</a> of Steve Jobs’ commencement address</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.9</a>: <ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> <li>• Venn Diagram</li> <li>• Read aloud texts</li> <li>• Interactive white board</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> <li>• Prepared objects, pictures, words, sentence strips,</li> </ul> </li> </ul>



			or recorded communication supports to provide access to content and facilitate responding
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<b>Lesson Overview</b>			
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Lesson Number	Lesson 34: Revise a compare and contrast essay	Modified Lesson Overview
Description	In this lesson, students write a conclusion paragraph and revise their essays in response to the prompt: Compare and contrast how a central idea in Steve Jobs’ Stanford commencement address and J.K. Rowling’s Harvard commencement address is introduced and elaborated.	In this lesson, students write a conclusion paragraph and revise their essays in response to the prompt, <ul style="list-style-type: none"> <li>● 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) (<a href="#">LC.RI.6.9</a>).</li> <li>● Determine an author's point of view or purpose in a text and explain how it is conveyed (<a href="#">LC.RI.6.6</a>).</li> <li>● 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) (<a href="#">LC.W.6.5b</a>).</li> </ul>
Let’s Express Our Understanding	Use your ink pen to add transition words or phrases to clarify your ideas.	Use your ink pen or dictate to add transition words or phrases to clarify your ideas.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify all necessary parts of their draft essay including the claim and reasons and evidence to support the claim?</li> <li>● Can students add transition words to their draft essay to clarify ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student identify all necessary parts of their draft essay?</li> <li>● Can the student add transition words to their draft?</li> </ul>

Text(s)	Steve Jobs' Stanford commencement speech "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling		Steve Jobs' Stanford commencement speech "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Culminating writing task rubric</li> <li>● Your draft essay</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio and video recording</a> of "The Fringe Benefits of Failure, and the Importance of Imagination"</li> <li>● <a href="#">Audio recording</a> of Steve Jobs' commencement address</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Diverse Learners Guide</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational LC.RI.6.9</a>: <ul style="list-style-type: none"> <li>• Highlighted information within the text</li> <li>• Graphic organizers</li> <li>• Venn Diagram</li> <li>• Read aloud texts</li> <li>• Interactive white board</li> <li>• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> <li>• Peer support, collaborative grouping</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 35: Editing and publishing the culminating writing task	Modified Lesson Overview
Description	In this lesson, students edit and write a final draft in response to the prompt: Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.	<p>In this lesson, students edit and write a final draft in response to the prompt.</p> <ul style="list-style-type: none"> <li>• Provide evidence from texts when producing permanent products (<a href="#">LC.W.6.9</a>).</li> <li>• 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) (<a href="#">LC.W.6.4</a>).</li> </ul>
Let's Express Our Understanding	<p>Write a final draft. Make sure that you:</p> <ul style="list-style-type: none"> <li>○ State your claim</li> <li>○ Provide evidence to support your claim</li> <li>○ Use transitional words and phrases to clarify your ideas</li> <li>○ Use direct quotations from the texts</li> <li>○ Maintain a formal style and use grade-appropriate grammar and language</li> </ul>	<p>Write a final draft. Make sure that you:</p> <ul style="list-style-type: none"> <li>○ State your claim</li> <li>○ Provide evidence to support your claim</li> <li>○ Use transitional words and phrases to clarify your ideas</li> <li>○ Use direct quotations from the texts</li> <li>○ Maintain a formal style and use grade-appropriate grammar and language</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the difference between directly quoted evidence and paraphrased evidence?</li> <li>• Can students publish a final draft of the essay that addresses all parts of the prompt?</li> </ul>		<ul style="list-style-type: none"> <li>• Can the student identify directly quoted evidence.</li> <li>• Can the student identify paraphrased evidence.</li> <li>• Can the student identify the difference between directly quoted evidence and paraphrased evidence?</li> <li>• Can the student publish a final draft of the essay?</li> </ul>
Text(s)	Steve Jobs’ Stanford commencement speech “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling		Steve Jobs’ Stanford commencement speech “The Fringe Benefits of Failure, and the Importance of Imagination” by J.K. Rowling
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Your revised draft of your essay</li> <li>• Final draft paper</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio and video recording</a> of “The Fringe Benefits of Failure, and the Importance of Imagination”</li> <li>• <a href="#">Audio recording</a> of Steve Jobs’ commencement address</li> <li>• Teacher talk movesImagination”</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Diverse Learners Guide</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

Section Overview		
Section Number	9	Section optional

Description	Steve Jobs	
Assessment	<p>Students emulate Jobs’ commencement address by writing a research-based first person address about how the person they studied overcame failure and present it as a speech.</p> <p><b>Culminating task connections:</b> Students have finished the Culminating writing task. The extension task completed in this section deepens student’s understanding of failure’s impact on success as they research an individual like Jobs and Rowling who has overcome failure to become successful. Students use the knowledge they have built throughout the unit of author’s purpose, viewpoint, and word choice to write their own speech about failure’s impact on success from the individual’s first person point of view.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student generate questions for research?</li> <li>● How well does the student use search terms and strategies to gather relevant information?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop a first-person narrative written from the point of view of a specific individual?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	6 lessons	6 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Steve Jobs</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>	

		<ul style="list-style-type: none"> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 36: Begin research for extension task	<b>Lesson is optional</b>
Description	In this lesson, students review the extension task and begin researching for their speech.	
Let's Express Our Understanding	Using approved resources, begin to research the person you have chosen.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students formulate appropriate questions for research?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can students conduct research on their selected individual using approved resources?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task student instructions handout</li> <li>• Extension task writing rubric handout</li> <li>• Structure handout</li> <li>• Index cards for note taking</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 37: Planning a speech	<b>Lesson is optional</b>
Description	In this lesson, students continue researching a person who has overcome failure and prepare to write their speeches for the extension task.	
Let's Express Our Understanding	<p>Share your structure handout with a partner:</p> <ul style="list-style-type: none"> <li>• Do you have enough relevant information to write an introduction and conclusion?</li> <li>• Do you have enough relevant information to add another story to your structure handout?</li> <li>• Share from the point of view of the person you are writing about.</li> </ul>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students gather sufficient information to write a speech from the point of view of an individual who has overcome failure?</li> <li>• Can students outline their speech using the structure handout and their research?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task student instructions handout</li> <li>• Extension task writing rubric handout</li> <li>• Structure handout</li> <li>• Index cards for note taking</li> <li>• Computer for research</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 38: Writing a first draft of the extension task	<b>Lesson is optional</b>
Description	In this lesson, students write a first draft of their speeches for the extension task using their previous research.	
Let's Express Our Understanding	Use your notes to draft a conclusion paragraph on notebook paper. Remember to write from the point of view of the person you have researched. Make sure your conclusion summarizes your ideas clearly.	



Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine how a first person point of view will affect the way they present their research?</li> <li>• Can students draft a speech from someone else’s first person point of view?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task student directions</li> <li>• Extension task writing rubric handout</li> <li>• Your completed structure handout</li> <li>• Notebook paper</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 39: Revising and editing a speech	<b>Lesson is optional</b>
Description	In this lesson, students revise and edit, their drafts in response to the prompt: Emulate Jobs’ commencement address to write a research-based first person address about how the person they studied overcame failure and present it as a speech.	
Let’s Express Our Understanding	<p>Read your speech to your partner. While you are reading and listening, be sure your speeches:</p> <ul style="list-style-type: none"> <li>○ Have a clear introduction and conclusion</li> <li>○ Use transition words and vary sentence structure</li> <li>○ Are organized clearly</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Are written from the point of view of the person you researched</li> <li>○ Do not have any errors in grammar or language</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine how a first person point of view will affect the way they present their research?</li> <li>● Can students revise their speech focusing on replacing general words with specific words and varying sentence structure?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task student instructions</li> <li>● Extension task writing rubric</li> <li>● Draft of speech</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 40: Creating a visual presentation	<b>Lesson is optional</b>
Description	In this lesson, students create a presentation with visual elements for their speech in response to the prompt: Emulate Jobs' commencement address to write a research-based first person address about how the person they studied overcame failure and present it as a speech.	
Let's Express Our Understanding	<p>Design and create your presentation.</p> <ul style="list-style-type: none"> <li>● Create enough slides for your speech.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Publish your writing directly on the appropriate slide.</li> <li>● Add appropriate images to each slide.</li> <li>● Include your sources on the last slide.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine appropriate information and images for each slide in their presentation?</li> <li>● Can students use Google slides effectively to bring their research to life?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task student instructions</li> <li>● Extension task presentation rubric handout</li> <li>● Your completed speech</li> <li>● A computer with internet access</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 41: Presentation of speeches	<b>Lesson is optional</b>
Description	In this lesson, students will present their speeches to the class.	
Let's Express Our Understanding	Present your speech to the class.	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students practice evaluating a speech by applying the rubric to Rowling’s speech?</li> <li>• Can students present their own speech to the class addressing all indicators on the rubric?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task presentation rubric handout</li> <li>• Your completed presentation</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> </ul>	