

Grade 6 – *The Witch of Blackbird Pond*

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



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

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

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

Happy piloting!

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

[*ELA Companion Resources Survey*](#)

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

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

Grade 6, Unit 4B - *The Witch of Blackbird Pond*

Unit Overview		
Grade	6	Modified Unit Overview
Guidebook Text	<i>The Witch of Blackbird Pond</i>	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Unit Description	We will read <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare and a series of related literary and informational texts to explore the question: How does a person's values and beliefs impact their actions? We will express our understanding through an argumentative essay that analyzes how characters are influenced by their values and beliefs and how historical context impacts those values and beliefs.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare and a series of related literary and informational texts to explore the question: <i>How does a person's values and beliefs impact their actions?</i> To address this question, students will create a permanent product to analyze how characters are influenced by their values and beliefs and how historical context impacts those values and beliefs.
Essential Question	How does a person's values and beliefs impact their actions?	<i>How does a person's values and beliefs impact their actions?</i>
Culminating Task	<p>Who is Kit most loyal to in <i>The Witch of Blackbird Pond</i>?</p> <p>Write an argumentative essay to support your claim with clear reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Identify the major events or episodes in <i>The Witch of Blackbird Pond</i> and with whom Kit aligns during those various events. ● Describe how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty. ● Locate relevant evidence to support each change. 	<p>Create a permanent product to argue for whom Kit is most loyal to in <i>The Witch of Blackbird Pond</i>. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Sort events or episodes in <i>The Witch of Blackbird Pond</i> according to whom Kit aligns with during those various events. ● Identify how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty. ● Identify relevant evidence to support each change. ● Determine to whom Kit is most loyal based on the information gathered from the text. <p>Your permanent product should argue for who Kit is most loyal to in <i>The Witch of Blackbird Pond</i>. Be sure to support your claim with</p>

	<ul style="list-style-type: none"> • Determine to whom Kit is most loyal based on the information gathered from the text. 	<p>reasons and evidence from the text and include a conclusion.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RI.6.7c Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p>
Sections & Lessons	<i>11 sections, 43 lessons</i>	<i>8 sections, 28 Lessons</i>

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Assessment Overview

Guidebook Assessment		Modified Assessment Overview	
<p>Culminating Writing Task</p>	<p>Students write a multiparagraph essay in response to the question: Who is Kit most loyal to in <i>The Witch of Blackbird Pond</i>?</p>	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grade 6-8 writing rubric 	<p>Create a permanent product to argue for whom Kit is most loyal to in <i>The Witch of Blackbird Pond</i>. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Sort events or episodes in <i>The Witch of Blackbird Pond</i> according to whom Kit aligns with during those various events. ● Identify how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty. ● Identify relevant evidence to support each change. ● Determine to whom Kit is most loyal based on the information gathered from the text. <p>Your permanent product should argue for who Kit is most loyal to in <i>The Witch of Blackbird Pond</i>. Be sure to support your claim with reasons and evidence from the text and include a conclusion.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RI.6.7c Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p>
<p>Cold-Read Task</p>	<p>Students read "Identity." Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> ● Task items ● Answer sheet ● Answer key 	<p><i>This will be optional.</i></p>

		<ul style="list-style-type: none"> • Grades 6-8 writing rubric 	
Extension Task	Students work in small groups to conduct research on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs conflicted with family, religious, or social norms. Then groups write a research-based report.	<ul style="list-style-type: none"> • Extension task directions • Exemplar student response • Narrative writing rubric 	<i>This will be optional.</i>

Section Overview		
Section Number	Section 1	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students respond to the questions “What do we learn about Kit’s background and her secret?” through class discussion.</p> <p>Culminating task connections: Students demonstrate their understanding of the importance of a character’s background information and how that may influence the character. This prepares students to analyze how the character may relate and connect with another character.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student respond to questions to demonstrate understanding of texts and topics? 	<p>Students respond to the question “What do we learn about Kit’s background and her secret?” through class discussion and a class T-chart that lists important character background information and how that information could influence the character.</p> <p>Culminating task connections: Students demonstrate their understanding of the importance of a character’s background information and how that may influence the character. This prepares students to analyze how the character may relate and connect with another character.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write an argumentative essay.</p>

	<ul style="list-style-type: none"> • How well does the student analyze how characters respond to events in the text? • How well does the student analyze relationships among the details of a text and how they develop the setting? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student follow established norms for group discussions and tasks? • How well does the student recognize and interpret words and phrases to deepen their understanding of texts? • EX: How well does the student analyze relationships among the details of a text and how they develop ideas? 	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student respond to questions to demonstrate understanding of texts and topics? • How well does the student analyze how characters respond to events in the text? • How well does the student analyze relationships among the details of a text and how they develop the setting.? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student follow established norms for group discussions and tasks? • How well does the student identify and understand the meaning of words and phrases to deepen their understanding of texts?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> • Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> • Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “disheartening,” “fringe,” “fortification,” “pinnaces,” “hankering,” “tedious,” “clambered,” “presumed,” “queer,” “provisions,” “becalmed,” “furtively,” “punctilious,” “quizzical,” “begrudge,” “aristocratic,” “intangible,” “imperceptibly,” “wharf,” “prudence,” “imploringly,” “fringe,” “regiment.” • In advance of reading the text in class, give students the characters’ responses to the episodes using a graphic organizer. • An audio recording of <i>The Witch at Blackbird Pond</i> is 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response

available at [audio recording](#) to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing:

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

Support for Knowledge Demands

- Have students watch the Let’s Set the Context! video “[The Question of the Connecticut Charter](#)” and complete the associated handout.
- Have students watch the Let’s Set the Context! video “[Witchcraft in Colonial America](#)” and complete the associated handout.

Support for Language

- Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the [appendix](#).
 - “voyage”
 - “embark”
 - “impulsive”
 - “bewitched”
 - “tantalize”
 - “dominion”

Support for Engaging in Academic Discussions

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

Support for Expressing Understanding in Writing

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

Support for Developing Language Proficiency

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

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

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 1: Analyzing meaning in poetry	Modified Lesson Overview
Description	In this lesson, students begin the unit by reading and discussing the poem “The Road Not Taken” by Robert Frost, as an introduction to the themes in the anchor text. Students respond to the reading by writing in their reading logs.	In this lesson, students begin the unit by reading and discussing the poem “The Road Not Taken” by Robert Frost, and as needed an adapted version, as an introduction to the themes in the anchor text. Students respond to the reading by writing in their reading logs. LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. LC.RL.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. LC.RL.6.5 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.
Let’s Express Our Understanding	In your reading log, respond to the question: <ul style="list-style-type: none"> ○ What is the central message of “The Road Not Taken”? ○ Use evidence from the poem to support your thoughts. 	In your reading log, respond to the question: <ul style="list-style-type: none"> ○ What is the central message of “The Road Not Taken”? ○ Use evidence from the poem to support your thoughts.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the message that the speaker is trying to convey in “The Road Not Taken”? ● Can students provide evidence such as details and examples from the poem when writing in response to the text? 	<ul style="list-style-type: none"> ● Can students identify the message that the speaker is trying to convey in “The Road Not Taken”? ● Can students provide evidence such as details and examples from the poem when writing in response to the text?

Text(s)	“The Road Not Taken” by Robert Frost		“The Road Not Taken” by Robert Frost
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of “The Road Not Taken” ● Student friendly definitions ● Choral reading ● Echo reading ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “The Road Not Taken”. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.2b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Paper/Crayons ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Preview of the text, illustrations, and details, frontloading ● Pictures, objects, or tactile representations to illustrate the theme or other important information ● Sentence strips that reflect text from the story ● Videos or story boards/cards of the story for visual supports ● Picture icons on graphic organizers to support non-readers and visual learners ● Peer support, collaborative grouping ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

			<ul style="list-style-type: none"> • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding

Lesson Overview			
Lesson Number	Lesson 2: Previewing the anchor text and discussing "identity"		Modified Lesson Overview
Description	In this lesson, students preview and discuss the anchor text, <i>The Witch of Blackbird Pond</i> , and discuss the unit question: how do our identities shape us?		In this lesson, students preview and discuss the anchor text, <i>The Witch of Blackbird Pond</i> , and discuss the unit question: how would you describe yourself? LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
Let's Express Our Understanding	Using the unit question handout thought web, respond to this question in your reading log in paragraph form: <ul style="list-style-type: none"> ○ What does "The Road Not Taken" teach us about what shapes our identity? 		Using the unit question handout thought web, respond to this question in your reading log in 1-2 sentences: <ul style="list-style-type: none"> ○ What does "The Road Not Taken" teach us about what makes us what we are?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the word "identity" and how it relates to an individual? ● Can students brainstorm to prepare for a class discussion? 		<ul style="list-style-type: none"> ● Can students define the word "identity" and how it relates to an individual? ● Can students brainstorm to prepare for a class discussion?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "The Road Not Taken" by Robert Frost		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "The Road Not Taken" by Robert Frost
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Unit question handout ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of "The Road Not Taken" 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of "The Road Not Taken" and <i>The Witch of Blackbird Pond</i>. ● Student Response Modes

- Accountable talk
- Paired/partner reading
- Teacher Talk Moves

- Transitions
- Evidence sentence starters

- [Adapting Lesson Plans](#)
- [Diverse learners guide](#)
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.6.2b\)](#):
 - Suggested Supports and Scaffolds:
 - Paper/Crayons
 - Read aloud texts
 - Interactive white board
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the theme or other important information
 - Sentence strips that reflect text from the story
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 3: Analyzing how the first chapter develops setting		Modified Lesson Overview
Description	In this lesson, students begin reading <i>The Witch of Blackbird Pond</i> and identify the setting through discussion and writing.		In this lesson, students begin reading <i>The Witch of Blackbird Pond</i> and identify the setting through discussion and writing. LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
Let's Express Our Understanding	In your reading log, respond to this task: <ul style="list-style-type: none"> ○ Describe the setting of <i>The Witch of Blackbird Pond</i>. ○ Your description should be at least three sentences. 		In your reading log, respond to this task: <ul style="list-style-type: none"> ○ Identify the setting of <i>The Witch of Blackbird Pond</i> using sentences or pictures ○ Your description should be at least one sentence or one picture.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain where Kit is coming from and where she is going? ● Can students cite evidence from the text to support their understanding of the setting? 		<ul style="list-style-type: none"> ● Can students identify where Kit is coming from and where she is going? ● Can students identify evidence from the text to support their understanding of the setting?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Setting handout ● Conversation stems ● Paired/partner reading ● Accountable talk ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Choral reading ● Echo reading ● Transitions ● Evidence sentence starters 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of “The Road Not Taken” and <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.2b):

			<ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Paper/Crayons • Read aloud texts • Interactive white board • Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the theme or other important information • Sentence strips that reflect text from the story • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding
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Lesson Overview		
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Lesson Number	Lesson 4: Analyzing character responses to episodes in the text	Modified Lesson Overview
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Description	In this lesson, students read Chapter 2 of <i>The Witch of Blackbird Pond</i> and monitor episodes in the text and characters' responses to the episodes using a graphic organizer.		In this lesson, students read Chapter 2 of <i>The Witch of Blackbird Pond</i> and monitor episodes in the text and characters' responses to the episodes using a graphic organizer. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Let's Express Our Understanding	Work with a partner to update the Episodes & Character Response Handout graphic organizer based on what we read in Chapter 2.		Work with a partner to update the Episodes & Character Response Handout graphic organizer based on what we read in Chapter 2.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why Kit came to America and describe her secret? ● Can students keep track of character responses to events in the text? 		<ul style="list-style-type: none"> ● Can students identify why Kit came to America and what is her secret? ● Can students match character responses to events in the text?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Episodes and responses handout ● Conversation stems ● Accountable talk ● Paired/partner reading ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Choral reading ● Echo reading ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.2b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Paper/Crayons ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text

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

Section Overview		
Section Number	Section 2	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	Students write a response to the question: "To whom is Kit most loyal?"	Students identify a short answer response and list two text evidence quotations to the question: "To whom is Kit most loyal?"

	<p>Culminating task connections: Students demonstrate their understanding of the motivations of the main character, Kit, in <i>The Witch of Blackbird Pond</i>. and interactions between two characters in <i>Things Fall Apart</i>. This prepares students to analyze the feelings and loyalty of the character.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the belief system of the Puritans and how that differs from Kit’s belief system? ● How well does the student explain how characters’ reactions demonstrate their differences? ● How well does the student explain how Kit’s decisions demonstrate who she is loyal to? ● How well does the student explain how the historical context of the text impacts the plot? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student respond to questions to demonstrate understanding of texts and topics? ● How well does the student provide an accurate overview of central ideas, concepts, topics, and perspectives in both texts and discussions? ● How well does the student recognize and interpret words and phrases to deepen their understanding of texts? ● How well does the student analyze how complex characters develop and interact in texts? ● How well does the student provide evidence such as details and examples from the text during a discussion or when writing in response to the text? 	<p>Culminating task connections: Students demonstrate their understanding of the motivations of the main character, Kit, in <i>The Witch of Blackbird Pond</i>. and interactions between two characters in <i>Things Fall Apart</i>. This prepares students to analyze the feelings and loyalty of the character.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student compare the belief system of the Puritans and Kit’s belief system? ● How well does the student explain how characters’ reactions demonstrate their differences? ● How well does the student explain how Kit’s decisions explain who she is loyal to? ● How well does the student explain how the historical context of the text impacts the plot? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student respond to questions to demonstrate understanding of texts and topics? ● How well does the student demonstrate an accurate overview of central ideas, concepts, topics, and perspectives in both texts and discussions? ● How well does the student identify and interpret words and phrases to deepen their understanding of texts? ● How well does the student analyze how complex characters develop and interact in texts? ● How well does the student provide evidence such as details and examples from the text during a discussion in response to the text?
Section Length	4 lessons	4 lessons

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “constraint,” “admiringly,” “tremulous,” “frippery,” “beholden,” “perceptibly,” “inquired,” “misshapen,” “devise,” “resentment,” “monotonous,” “sultry,” “auspiciously,” “aghast,” “reverent,” “undulated,” “convulsed,” “discreetly,” “pauper,” “nonplussed,” “exodus,” “imprisoned,” “intolerance,” “banished,” “executed,” “witchcraft.” ● In advance of reading the text in class, give students the audio recording audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “paternalism” ○ “unmollified” ○ “legalistic” ○ “fervor” ○ “impulsively” ○ “tactlessness” ○ “endurance” <p>Support for Meaning</p> <ul style="list-style-type: none"> ● With Lesson 5, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> ○ Scenario One: Students select a correct portion of the text. Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
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- orally or in writing:
- “What is this text about?”
 - “What happens in this text?”
 - “What questions do you have?”
 - “What does this text make you wonder about?”
 - Engage students with the fluency task in the [appendix](#).
 - Use related supports from the [Supports Flow Chart](#).

Support for Knowledge Demands

- Have students watch the Let’s Set the Context! video “[Tension Between Puritans and Quakers](#)” and complete the associated handout.

question.

- **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).

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

Question	Answer
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	<p>1. What does the author mean when he states that the 'civil law laid its hand upon the citizen in his business and social relations'?</p>	<p>Numerous aspects of everyday life were guided and regulated by law; including religious affairs, dress, haircuts, dating, and even interactions with your spouse.</p>	<ul style="list-style-type: none"> • Paragraph 3
	<p>2. How were Puritans at the forefront of education in the 17th century?</p>	<p>They required every township of fifty families were required to have a teacher and townships of one hundred families or more were required to have a grammar school before surrounding areas were requiring that the children receive an education.</p>	<ul style="list-style-type: none"> • Paragraph 4
	<p>3. What was the rationale and guiding force behind many of their laws?</p>	<p>They used the Old Testament to force individuals to live life according to certain standards.</p>	<ul style="list-style-type: none"> • Paragraph 5

4. Provide examples of how Puritans were restrained in their lives.

Their style of dress was strictly regulated, men's haircuts were regulated, interactions like dating or how you treated your spouse were regulated, church attendance and even your beliefs about religion were regulated by law

- Paragraph 3
- Paragraph 6

- In addition to Lesson 12, support students in having academic conversations to deepen and refine their understanding of how Charlie has changed--he is smarter, but is he a different person? Use the following two supports to help students who need additional support.

- Prior to the Socratic seminar, provide students who need help with tracking how to build on and refine ideas through

conversations with a [student discussion tracker](#). Have students record the discussion question and their idea(s) on the [student discussion tracker](#). During the discussion, direct those students to record the ideas of their peers. During and after the discussion, work with students to reflect on and record how each peer's idea builds on, challenges, or refines their original idea(s). Then ask: "How did this discussion influence your original idea(s)?"

- Prior to the Socratic seminar, identify students who need additional help understanding "Puritan Laws and Character" and providing supporting evidence for their ideas. During the Socratic seminar, script what those students say. Following the seminar, work with individual or a small group of students to review what they

contributed to the conversation. Work together to identify how they built on the ideas of others, contributed new ideas to the conversation, or provided evidence to support their ideas or the ideas of a peer. As needed, use the reflection to clear up any misconceptions or gaps in understanding related to the seminar question. Use the text-dependent questions from the additional supports for Lesson 9 if students haven't already answered them. Then:

- Ask: "How did you demonstrate your understanding of 'Puritan Laws and Character'?"
- Ask: "How did the seminar help you better understand 'Puritan Laws and Character'?"
- Ask: "What will you do similarly or differently next time we have engaged in a similar conversation?"

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

Lesson Overview		
Lesson Number	Lesson 5: Finding the central idea of an informational text	Modified Lesson Overview
Description	In this lesson, students read and discuss an informational text to build background knowledge of Puritan life in America and analyze the structure of an informational text as well as the purpose of the text .	In this lesson, students read and discuss an informational text to build background knowledge of Puritan life in America and analyze the structure of an informational text as well as the purpose of the text . LC.RI.6.2 Provide a summary of the text distinct from personal opinions or judgments.

Let's Express Our Understanding	In your reading log, respond to this question: <ul style="list-style-type: none"> ○ What is the central idea of Michael Kaufman's informational text, "Puritans"? ○ Support your response with evidence from the text. 		In your reading log, respond to this question: <ul style="list-style-type: none"> ○ What is the central idea of Michael Kaufman's informational text, "Puritans"? If needed Answer questions about details about Michael Kaufman's informational text, "Puritans"?" "What is the central idea of the text?" ○ Support your response with evidence from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain who the Puritans were? ● Can students identify the central idea and supporting details in an informational text? 		<ul style="list-style-type: none"> ● Can students describe who the Puritans were? ● Can students identify the central idea and one or two supporting details in an informational text?
Text(s)	"Puritans" by Michael Kaufman		"Puritans" by Michael Kaufman
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Accountable talk ● Conversation stems ● Paired/partner reading 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Student friendly definitions ● Choral reading ● Echo reading ● Transitions ● Evidence sentence starters 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.2b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Paper/Crayons ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Preview of the text, illustrations, and details, frontloading

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

Lesson Overview		
Lesson Number	Lesson 6: Analyzing character through author's descriptive word choice	Modified Lesson Overview
Description	In this lesson, students work with unit vocabulary and reread excerpts of <i>The Witch of Blackbird Pond</i> to identify how specific words in the text characterize Kit.	<p>In this lesson, students work with unit vocabulary and reread excerpts of <i>The Witch of Blackbird Pond</i> to identify how specific words in the text characterize Kit.</p> <p>LC.RL.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>LC.RL.6.6a Determine the narrative point of view.</p> <p>LC.RL.6.6b Identify and describe how the narrative point of view influences the reader's interpretation.</p>

Let's Express Our Understanding	<p>In your reading log, write a paragraph describing Kit's character according to the text. Use at least two of the following words in the paragraph:</p> <ul style="list-style-type: none"> ○ Frivolity ○ Persecuted ○ Impulsively ○ Aloof ○ Begrudge 	<p>In your reading log, write one to two sentences describing Kit's character according to the text. Use at least one of the following words in the sentences:</p> <ul style="list-style-type: none"> ○ Frivolity ○ Persecuted ○ Impulsively ○ Aloof ○ Begrudge 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how other characters reaction towards Kit and how that demonstrates their differences? ● Can students recognize and interpret words and phrases to deepen their understanding of text? 	<ul style="list-style-type: none"> ● Can students explain how other characters reaction towards Kit and how that demonstrates their differences? ● Can students recognize and interpret words and phrases using a modified semantic map? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Semantic map organizer ● Dictionary ● Conversation stems ● Teacher Talk Moves ● Paired/partner reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.6): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text

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

Lesson Overview

Lesson Number	Modified Lesson Overview	
Lesson 7: Participate in whole group discussion		
Description	In this lesson, students reread Chapters 1-3 of <i>The Witch of Blackbird Pond</i> and use a graphic organizer to keep track of how Kit makes decisions and where her loyalty aligns.	In this lesson, students reread Chapters 1-3 of <i>The Witch of Blackbird Pond</i> and use a graphic organizer to keep track of how Kit makes decisions and where her loyalty aligns. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 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.
Let's Express Our Understanding	Whole group discussion: <ul style="list-style-type: none"> ○ To whom is Kit most loyal? Support your ideas with evidence from the text. 	Whole group discussion: <ul style="list-style-type: none"> ○ To whom is Kit most loyal? Support your ideas with evidence from the text.

	<ul style="list-style-type: none"> ○ Use the conversation sentence stems and the charting Kit's choices graphic organizer to develop your response 	<ul style="list-style-type: none"> ○ Use the conversation sentence stems and a partially completed charting Kit's choices graphic organizer to develop your response 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit's decisions demonstrate who she is loyal to? ● Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> ● Can students identify how Kit's decisions demonstrate who she is loyal to? ● Can students provide/identify evidence such as details and examples from the text during a discussion? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Charting Kit's Choices organizer ● Conversation stems handout ● Accountable talk ● Teacher Talk Moves ● Paired/partner reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Preview of the text, illustrations, and details, frontloading ● Pictures, objects, or tactile representations to illustrate the key details ● Sentence strips that reflect text from the story that supports the key details

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

Lesson Overview

Lesson Number	Lesson 8: Analyzing how historical context impacts plot	Modified Lesson Overview
Description	In this lesson, students discuss the historical context of <i>The Witch of Blackbird Pond</i> and how it impacts the plot.	In this lesson, students discuss the historical context of <i>The Witch of Blackbird Pond</i> and how it impacts the plot. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 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.
Let's Express Our Understanding	Respond to the question in your reading log: <ul style="list-style-type: none"> ○ What evidence from the text supports the claim in the gray box? Write the evidence and explain how it supports the claim. 	Respond to the question in your reading log: <ul style="list-style-type: none"> ○ What evidence from the text supports the claim in the gray box? Identify the evidence and tell how it supports the claim.(if students struggle answering the question, pose less difficult questions which lead to the main question)
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how the historical context of the text impacts the plot? 	<ul style="list-style-type: none"> • Can students explain how the historical context of the text impacts the plot?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text when writing in response to the text? 	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text when writing in response to the text? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare “Puritans” by Michael Kaufman	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare “Puritans” by Michael Kaufman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Historical Context graphic organizer • Conversation stems handout • Accountable talk • Teacher Talk Moves • Paired/partner reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of <i>The Witch of Blackbird Pond</i> • Transitions • Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Witch of Blackbird Pond</i>. • Student Response Modes • Adapting Lesson Plans • Diverse learners guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Read aloud texts • Interactive white board • Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping

			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview

Section Number	Section 3	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students respond to the prompt: “ Choose one of the scenes from <i>The Witch of Blackbird Pond</i> and write a paragraph analyzing how the scene contributes to the reader’s understanding of Kit and the setting of the novel.”</p> <p>Culminating task connections: Students demonstrate their understanding of how scenes from the text contribute to our understanding of a character. This prepares students to analyze Kit’s reactions in scenes to determine who she is most loyal to in <i>The Witch of Blackbird Pond</i>.</p> <p>Students also demonstrate their ability to form a claim, identify evidence, and provide reasonings to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student explain what Kit learns about Puritan life and how she responds to it? 	<p>Students respond to the prompt: “ Choose one of the scenes from <i>The Witch of Blackbird Pond</i> and two or three sentence paragraph to explain how the scene contributes to the reader’s understanding of Kit and the setting of the novel.” Then provide at least one piece of text evidence.</p> <p>Culminating task connections: Students demonstrate their understanding of how scenes from the text contribute to our understanding of a character. This prepares students to analyze Kit’s reactions in scenes to determine who she is most loyal to in <i>The Witch of Blackbird Pond</i>.</p> <p>Students also demonstrate their ability to form a claim, identify evidence, and provide reasonings to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> ● How well does the student explain how Kit responds to new challenges that she faces? ● How well does the student explain how historical context contributes to the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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 the setting? ● How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge? ● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? 	<ul style="list-style-type: none"> ● How well does the student explain what Kit learns about Puritan life and how she responds to it? ● How well does the student explain how Kit responds to new challenges that she faces? ● How well does the student explain how historical context contributes to the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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 the setting? ● How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge? ● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “bitterly,” “impression,” “constraint,” “admiringly,” “astonishment,” 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. ○ “allegiance” ○ “revolution” ○ “hypocrite” ○ “quarrel” ○ “parable”
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and “Puritan Laws and Character” ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words)

“perceptibly,”
“inquired,” “misshapen,”
“devise,” “resentment,”
“monotonous,” “sultry,”
“surveyed,” “affront,”
“divine,” “rebellion,”
“venture,”
“auspiciously,” “aghast,”
“reverent,” “undulated,”
“convulsed,”
“discreetly,” “pauper,”
“nonplussed,” “despise,”
“vain,” “adornment,”
“unconsciously,”
“commonwealth,” “
tyranny,” “enthroned,”
“delusion,” “censure.”

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

- “bewitched”
- “contradictory”
- “restrained”
- “imprisoned”
- “intolerance”
- “banished”
- “executed”
- “witchcraft”

Support for Engaging in Academic Discussions

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

Support for Expressing Understanding in Writing

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

Support for Developing Language Proficiency

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

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

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

Lesson Overview		
Lesson Number	Lesson 9: Finding the central idea of an informational text	Modified Lesson Overview
Description	In this lesson, students read an informational text about Puritan life and practice finding the central idea and supporting that idea with text evidence. Students reread a text with a partner using the “Say Something” strategy.	In this lesson, students read an informational text about Puritan life and practice finding the central idea and supporting that idea with text evidence. Students reread a text with a partner using the “Say Something” strategy. LC.RI.6.2 Provide a summary of the text distinct from personal opinions or judgments. LC.RI.6.3a Identify key individuals, events, or ideas in a text.
Let’s Express Our Understanding	Respond to the following in your reading log. <ul style="list-style-type: none"> What is the central idea of the text? Support your response with evidence from the text. 	Respond to the following in your reading log. <ul style="list-style-type: none"> What is the text mainly about? Support your response with evidence from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain why the Puritans were both admired and criticized? Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> Can students identify why the Puritans were both admired and criticized? Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	“Puritan Laws and Character” by Henry William Elson	“Puritan Laws and Character” by Henry William Elson

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Teacher Talk Moves ● Conversation stems ● Paired/partner reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student friendly definitions ● Choral reading ● Echo reading ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “Puritan Laws and Character” by Henry William Elson ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● <u>Diverse learners guide</u> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RL.6.2b)</u>: <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Paper/Crayons ● Read aloud texts ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Preview of the text, illustrations, and details, frontloading ● Pictures, objects, or tactile representations to illustrate the theme or other important information ● Sentence strips that reflect text from the story ● Videos or story boards/cards of the story for visual supports ● Picture icons on graphic organizers to support non-readers and visual learners ● Peer support, collaborative grouping ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Visual supports to represent the different themes. Modified language on worksheets to
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			simplify the "theme" and "details" being discussed responding

Lesson Overview			
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Lesson Number	Lesson 10: Analyzing character responses to episodes in the text		Modified Lesson Overview
Description	In this lesson, students read Chapter 4 of <i>The Witch of Blackbird Pond</i> and use annotations to monitor character responses to episodes in the text.		In this lesson, students read Chapter 4 of <i>The Witch of Blackbird Pond</i> and use annotations to monitor character responses to episodes in the text. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Let's Express Our Understanding	Use your annotations and the conversation stems to respond to this question: <ul style="list-style-type: none"> ○ What does Kit learn about Puritan life and how does she respond to this new knowledge? 		Use your annotations and the conversation stems to respond to this question: <ul style="list-style-type: none"> ○ What does Kit learn about Puritan life and What is her reaction to this new knowledge?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit responds to the new challenges that she faces? ● Can students provide evidence such as details and examples from the text during a discussion? 		<ul style="list-style-type: none"> ● Can students identify how Kit responds to one of the new challenges that she faces? ● Can students identify evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Sticky notes ● Conversation stems handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans

	<ul style="list-style-type: none"> • Annotating Text • Paired/partner reading • Teacher Talk Moves 	<p>definitions</p> <ul style="list-style-type: none"> • Choral reading • Echo reading 	<ul style="list-style-type: none"> • Diverse learners guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Read aloud texts • Interactive white board • Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 11: Using context clues to understand and analyze words related to Kit's responses to episodes in the text		Modified Lesson Overview
Description	In this lesson, students reread excerpts from Chapter 5 and use context clues to determine the meaning of unfamiliar words in order to describe Kit's response to episodes in the text.		In this lesson, students reread excerpts from Chapter 5 and use context clues to determine the meaning of unfamiliar words in order to describe Kit's response to episodes in the text. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
Let's Express Our Understanding	Use your annotations and the conversation stems to respond to this question: <ul style="list-style-type: none"> ○ What does Kit learn about Puritan life and how does she respond to this new knowledge? ○ Incorporate these vocabulary words into your response: appalled, tactlessness. 		Use your annotations and the conversation stems to respond to this question: <ul style="list-style-type: none"> ○ What does Kit learn about Puritan life and how does she respond to this new knowledge? ○ Use one of these vocabulary words in your response: appalled, tactlessness.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what Kit learns about Puritan life and how she responds to it? ● Can students use context clues to determine the meaning of new words and analyze how those words relate to Kit's reaction? 		<ul style="list-style-type: none"> ● Can students identify what Kit learns about Puritan life and how she responds to it? ● Can students use context clues to determine the meaning of new words and analyze how those words relate to Kit's reaction?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Conversation stems handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson

			<ul style="list-style-type: none"> • Vocabulary words and student-friendly definitions • Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RL.6.3.b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Read aloud texts • Interactive white board • Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 12: Analyze an informational text and a literary text on a similar topic	Modified Lesson Overview

Description	<p>In this lesson, students will compare and contrast the depiction of Puritan life in an informational text and <i>Witch</i> and think about how the historical context of <i>Witch</i> impacts Kit’s responses and identity.</p>	<p>In this lesson, students will compare and contrast the depiction of Puritan life in an informational text and <i>Witch</i> and think about how the historical context of <i>Witch</i> impacts Kit’s responses and identity.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RL.6.9 Compare texts from different genres that have a similar theme or address the same topic.</p>		
Let’s Express Our Understanding	<p>Use the charting Kit’s choices graphic organizer, the compare-contrast handout, and the conversation stems handout to respond to the following:</p> <ul style="list-style-type: none"> ○ How is the historical context influencing Kit’s identity? ○ Support your ideas with evidence from the text. 	<p>Use the charting Kit’s choices graphic organizer, the compare-contrast handout, and the conversation stems handout to respond to the following:</p> <ul style="list-style-type: none"> ○ How is the historical context influencing Kit’s identity? ○ Identify evidence from the text to support your ideas 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit is changing? ● Can students compare and contrast an informational text and a literary text to find similarities and differences? 	<ul style="list-style-type: none"> ● Can students explain how Kit is changing? ● Can students compare and contrast an informational text and a literary text to find similarities and/or differences? 		
Text(s)	<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare “Puritan Laws and Character” by Henry William Elson</p>	<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare “Puritan Laws and Character” by Henry William Elson</p>		
Materials	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Compare contrast handout ● Charing Kit’s choices graphic organizer ● Conversation stems handout ● Teacher Talk Moves </td> <td style="vertical-align: top; width: 50%;"> <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading </td> </tr> </table>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Compare contrast handout ● Charing Kit’s choices graphic organizer ● Conversation stems handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds:
<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Compare contrast handout ● Charing Kit’s choices graphic organizer ● Conversation stems handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading 			

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

Lesson Overview		
Lesson Number	Lesson 13: : Writing a claim and finding evidence to support the claim	Modified Lesson Overview
Description	In this lesson, students analyze how the characters, setting, and plot are developed in the text. Students write a claim and find evidence to support the claim to express that analysis.	<p>In this lesson, students analyze how the characters, setting, and plot are developed in the text. Students identify a claim and choose evidence to support the claim to express that analysis.</p> <p>LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or</p>

		stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Let's Express Our Understanding	<p>With a partner:</p> <ul style="list-style-type: none"> ○ Review your evidence chart. ○ Determine your claim. ○ Write the claim for your response to your CER handout 	<p>With a partner:</p> <ul style="list-style-type: none"> ○ Review your evidence chart. ○ Determine your claim. ○ Write the claim for your response to your CER handout
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the character and setting are developed in a scene? ● Can students prepare for writing by identifying evidence and expanding on that evidence on their handout? 	<ul style="list-style-type: none"> ● Can students identify ways how the character and setting are developed in a scene? ● Can students prepare for writing by identifying evidence and expanding on that evidence on their handout?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● CER handout ● Evidence chart handout ● Conversation stems handout ● Paired/partner reading ● Teacher/talk/moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i>
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> 	

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

Lesson Overview		
Lesson Number	Lesson 14: Writing supporting evidence and reasoning for a claim	Modified Lesson Overview
Description	In this lesson, students analyze how a specific scene contributes to the development of the setting and characters and write supporting evidence and reasoning to support a claim. Students will give and receive feedback on their paragraph from a peer.	In this lesson, students analyze how a specific scene contributes to the development of the setting and characters and write supporting evidence and reasoning to support a claim. Students will give and receive feedback on their paragraph from a peer. LC.RL.6.5 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.
Let's Express Our Understanding	Complete the final draft of your response in your reading log. Make sure you include: <ul style="list-style-type: none"> ○ A claim. ○ Direct evidence from the text to support the claim. 	Complete the final draft of your response in your reading log. Make sure you include: <ul style="list-style-type: none"> ○ A claim. ○ Direct evidence from the text to support the claim.

	<ul style="list-style-type: none"> ○ Reasoning that explains how the evidence supports the claim. 	<ul style="list-style-type: none"> ○ Reasoning that explains how the evidence supports the claim. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how their chosen scene contributes to their understanding of Kit and the setting? ● Can students provide evidence and reasons to support a claim when writing in response to text? 	<ul style="list-style-type: none"> ● Can students explain how their chosen scene contributes to their understanding of Kit and the setting? ● Can students provide at least one piece of evidence or reason to support a claim to support a claim when writing in response to text? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● CER handout ● Evidence chart handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i>

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

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Section Overview		
Section Number	Section 4	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students write a response to the question: “How has Kit’s identity shifted since she came to Wethersfield?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Kit’s values and beliefs have motivated her throughout the text. This prepares students to determine who she is most loyal to.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions between Kit and other characters? ● How well does the student analyze how Kit has changed? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student respond to questions to demonstrate understanding of texts and topics? ● How well does the student analyze how complex characters develop and interact in texts? ● How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations? 	<p>Students create a before and after split list as a response to the question: “How has Kit’s identity shifted since she came to Wethersfield?”</p> <p>Culminating task connections: Students demonstrate their understanding of how Kit’s values and beliefs have motivated her throughout the text. This prepares students to determine who she is most loyal to.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student recognize differences in the interactions between Kit and other characters? ● How well does the student recognize how Kit has changed? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student respond to questions to demonstrate understanding of texts and topics? ● How well does the student recognize how complex characters interact in texts?

	<ul style="list-style-type: none"> ● How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? 	<ul style="list-style-type: none"> ● How well does the student recognize and explain the differences discussed? ● How well does the student accurately cite evidence to develop and support their ideas in discussions?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “notorious,” “pewter,” “bewitching,” “acquainted,” “pompous,” “calamity,” “monotonous,” “affliction,” “perception,” “sepulcher,” “sufficient,” “implacable,” “veritable,” “admiration,” “menial,” “vigorously,” “finicky,” “monotonous,” “ingenious,” “enthralled,” “masque,” “raiment,” “obstreperous,” “hapless,” “priggish,” “cordially,” “conscientiously,” “vengeance,” “sanctioned,” “loiterers,” “malicious,” “unorthodox,” “conjured,” “rapturously.” ● In advance of reading the text in class, give students the audio recording audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing: <ul style="list-style-type: none"> ○ “What is this text about?” ○ “What happens in this text?” ○ “What questions do you have?” ○ “What does this text make you wonder about?” ● Engage students with the fluency task in the appendix. ● Use related supports from the Supports Flow Chart. <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response

	<p>Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix.</p> <ul style="list-style-type: none"> ○ “allegiance” ○ “revolution” ○ “hypocrite” ○ “quarrel” ○ “parable” ○ “bewitched” ○ “contradictory” <p>Support for Engaging in Academic Discussions</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Expressing Understanding in Writing</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Developing Language Proficiency</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. 	
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 15: Analyzing how political episodes and character responses impact the plot	Modified Lesson Overview
Description	In this lesson, students read chapter 6 and annotate in small groups. Students discuss how political episodes and character responses impact the plot.	<p>In this lesson, students read chapter 6 and annotate in small groups. Students discuss how political episodes and character responses impact the plot.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or</p>

		stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
Let's Express Our Understanding	Respond to the following in your reading log: <ul style="list-style-type: none"> ○ How do political episodes and character responses impact the plot in Chapter 6? ○ Support your claim with evidence from the text. 	Respond to the following in your reading log: <ul style="list-style-type: none"> ○ What is the plot in chapter 6? ○ How do political episodes and character responses impact the plot? ○ Support your claim with evidence from the text. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the political conflicts that caused the disagreement between Matthew and Reverend Buckley? ● Can students write a claim and support it with evidence? 	<ul style="list-style-type: none"> ● Can students match the political conflicts that caused the disagreement between Matthew and Reverend Buckley? ● Can students write a claim and support it with evidence? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Sticky notes ● Annotating text ● Paired/partner reading ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i>

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

Lesson Overview		
Lesson Number	Lesson 16: Describing Kit's responses to a series of episodes in the text which attempt to influence her values	Modified Lesson Overview
Description	In this lesson, students read chapter 8 and 9 of <i>The Witch of Blackbird Pond</i> and use sticky note annotations to monitor Kit's responses to episodes in the text which attempt to influence her values.	In this lesson, students read chapter 8 and 9 of <i>The Witch of Blackbird Pond</i> and use sticky note annotations to monitor Kit's responses to episodes in the text which attempt to influence her values. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Let's Express Our Understanding	Respond to the following in your reading log and support your response with evidence from the text: <ul style="list-style-type: none"> ○ How does Kit show she is adjusting to Puritan life? ○ How does Kit show her beliefs and values in her role as a teacher? 	Respond to the following in your reading log and support your response with evidence from the text: <ul style="list-style-type: none"> ○ How does Kit show she is adjusting to Puritan life? ○ How does Kit show her beliefs and values in her role as a teacher?

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit shows her beliefs and values in her role as a teacher? ● Can students provide evidence such as details and examples from the text when writing in response to the text? 	<ul style="list-style-type: none"> ● Can students identify one way that Kit shows her beliefs and values in her role as a teacher? ● Can students provide evidence such as details and examples from the text when writing in response to the text? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Sticky notes ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i> ● <i>Videos or story boards/cards of the story for visual supports</i> ● <i>Picture icons on graphic organizers to support non-readers and visual learners</i> ● <i>Peer support, collaborative grouping</i>

			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 17: Analyzing how particular scenes contribute to the plot	Modified Lesson Overview
Description	In this lesson, students discuss an excerpt from chapter 9 and read, annotate, and discuss chapter 10, analyzing how particular scenes in the text contribute to the plot.	<p>In this lesson, students discuss an excerpt from chapter 9 and read, annotate, and discuss chapter 10, analyzing how particular scenes in the text contribute to the plot.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
Let's Express Our Understanding	<p>Review your annotations and think about the questions below, then use conversation stems to share in a partner and whole class discussion:</p> <ul style="list-style-type: none"> ○ How does Kit show she is reaffirming her values and beliefs? ○ How does this impact the plot? 	<p>Review your annotations and think about the questions below, then use modified conversation stems to share in a partner and whole class discussion:</p> <ul style="list-style-type: none"> ○ How does Kit show she is reaffirming her values and beliefs? ○ How does this impact the plot?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit is reaffirming her values and beliefs? ● Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> ● Can students identify how Kit is reaffirming her values and beliefs? ● Can students provide evidence such as details and examples from the text during a discussion?

Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Sticky notes ● Conversation stems handout ● Paired/partner reading ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.5): <ul style="list-style-type: none"> • <i>Read aloud texts</i> • <i>Interactive white board</i> • <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> • <i>Graphic organizers</i> • <i>Highlighted text</i> • <i>Preview of the text, illustrations, and details, frontloading</i> • <i>Pictures, objects, or tactile representations to illustrate the key details</i> • <i>Sentence strips that reflect text from the story that supports the key details</i> • <i>Videos or story boards/cards of the story for visual supports</i> • <i>Picture icons on graphic organizers to support non-readers and visual learners</i> • <i>Peer support, collaborative grouping</i> • <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>

Lesson Overview

Lesson Number	Lesson 18: Analyzing how Kit’s identity changes in response to episodes in the text		Modified Lesson Overview
Description	<p>In this lesson, students discuss Kit’s shifting identity, update the graphic organizer, and write a CER paragraph to analyze Kit’s changing identity.</p>		<p>In this lesson, students discuss Kit’s changing identity, update the graphic organizer, and write a CER sentence to analyze Kit’s changing identity.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
Let’s Express Our Understanding	<p>Respond to the question below by writing a CER paragraph in your reading log:</p> <ul style="list-style-type: none"> ○ How has Kit’s identity shifted since she came to Wethersfield? 		<p>Respond to the question below by writing a CER sentence in your reading log:</p> <ul style="list-style-type: none"> ○ How has Kit’s identity changed since she came to Wethersfield?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what Hannah’s phrase “ the answer is in thy heart”? ● Can students provide a claim and provide evidence when writing in response to the text? 		<ul style="list-style-type: none"> ● Can students explain what Hannah’s phrase “ the answer is in thy heart”? ● Can students identify a claim and provide evidence when writing in response to the text?
Text(s)	<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare</p>		<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Conversation stems handout ● CER handout ● Charting Kit’s choices 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide

	<p>graphic organizer</p> <ul style="list-style-type: none"> • Teacher Talk Moves 	<p>starters</p>	<ul style="list-style-type: none"> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RL.6.5): <ul style="list-style-type: none"> • <i>Read aloud texts</i> • <i>Interactive white board</i> • <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> • <i>Graphic organizers</i> • <i>Highlighted text</i> • <i>Preview of the text, illustrations, and details, frontloading</i> • <i>Pictures, objects, or tactile representations to illustrate the key details</i> • <i>Sentence strips that reflect text from the story that supports the key details</i> • <i>Videos or story boards/cards of the story for visual supports</i> • <i>Picture icons on graphic organizers to support non-readers and visual learners</i> • <i>Peer support, collaborative grouping</i> • <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>

Section Overview

Section Number	Section 5	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students write a response to the question “What impact does Kit’s relationship with Nat have on her values and beliefs?”</p> <p>Culminating task connections: Students demonstrate their understanding of how character interactions impact the development of the character and the plot. This prepares students to analyze Kit’s development and motivations.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions between Kit and the other characters? ● How well does the student describe how the story’s plot unfolds in a series of episodes? ● How well does the student describe how Kit responds to change as the plot moves forward? ● How well does the student describe the conflict between the king and the colonists and explain how this historical reference impacts the plot? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student read fluently to comprehend grade-level literary and informational texts? ● How well does the student come to discussions prepared? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 	<p>Students create a response to the question “What impact does Kit’s relationship with Nat have on her values and beliefs?”</p> <p>Identify one piece of text evidence for one of her values, and her beliefs.</p> <p>Culminating task connections: Students demonstrate their understanding of how character interactions impact the development of the character and the plot. This prepares students to analyze Kit’s development and motivations.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions between Kit and the other characters? ● How well does the student describe how the story’s plot unfolds in a series of episodes? Can be determined by a sequence of events list. ● How well does the student describe how Kit responds to change as the plot moves forward? ● How well does the student describe the conflict between the king and the colonists and explain how this historical reference impacts the plot? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student read to comprehend grade-level literary and informational texts? ● How well does the student identify the sequence of events?

		<ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas and contribute to the sequence of events?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “unexpectedly,” “suspended,” “mockery,” “deliberately,” “tangible,” “obliged,” “inconvenienced,” “propitious,” “imposing,” “drudgery,” “foreboding,” “inquired,” “rapturously,” “incredulous,” “jubilant,” “impetuously,” “indulgently,” “possessiveness,” “buoyancy,” “bewildering,” “faltered,” “seething,” “distinguished,” “raucous.” ● In advance of reading the text in class, give students the audio recording audio recording to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing: <ul style="list-style-type: none"> ○ “What is this text about?” ○ “What happens in this text?” ○ “What questions do you have?” ○ “What does this text make you wonder about?” ● Engage students with the fluency task in the 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response

	<p>appendix.</p> <ul style="list-style-type: none"> • Use related supports from the Supports Flow Chart. <p>Support for Language</p> <ul style="list-style-type: none"> • Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “apprehension” ○ “heretic” ○ “comradeship” ○ “commonwealth” 	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 19: Analyze how character relationships influence the plot towards a resolution	Modified Lesson Overview
Description	In this lesson, students read chapter 12 and 13 and analyze how character relationships in the text impact the plot towards a resolution.	<p>In this lesson, students read chapter 12 and 13 and analyze how character relationships in the text impact the plot towards a resolution.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story.</p> <p>LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>LC.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>

<p>Let's Express Our Understanding</p>	<p>Respond to the following question in your reading log using the sentence stems:</p> <ul style="list-style-type: none"> ○ What impact does Kit's relationship with Nat have on her values and beliefs? <ul style="list-style-type: none"> ● Kit's relationship with Nat has a positive impact on her values and beliefs because... ● Kit's relationship with Nat has a positive impact on her values and beliefs, but... ● Kit's relationship with Nat has a positive impact on her values and beliefs so... 		<p>Respond to the following question in your reading log using the sentence stems:</p> <ul style="list-style-type: none"> ○ What impact does Kit's relationship with Nat have on her values and beliefs? <ul style="list-style-type: none"> ● Kit's relationship with Nat has a positive impact on her values and beliefs because... ● Kit's relationship with Nat has a positive impact on her values and beliefs, but... ● Kit's relationship with Nat has a positive impact on her values and beliefs so...
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain how Kit's relationship with other characters impact her and the plot? ● Can students annotate the text to ensure comprehension while reading independently? 		<ul style="list-style-type: none"> ● Can students identify ways how Kit's relationship with other characters impacts her and the plot? ● Can students highlight key details in the text to ensure comprehension while reading independently?
<p>Text(s)</p>	<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare</p>		<p><i>The Witch of Blackbird Pond</i> by Elizabeth George Speare</p>
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Sticky notes ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters ● Choral reading ● Echo Reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.5): <ul style="list-style-type: none"> • <i>Read aloud texts</i> • <i>Interactive white board</i> • <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> • <i>Graphic organizers</i> • <i>Highlighted text</i>

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

Lesson Overview

Lesson Number	Lesson 20: Analyzing the impact of historical context on a literary text	Modified Lesson Overview
Description	In this lesson, students read chapters 14 and 15 and discuss the historical context and its impact on the text.	In this lesson, students read chapters 14 and 15 and discuss the historical context and its impact on the text. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 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.
Let's Express Our Understanding	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How does historical context impact the plot in Chapter 15? 	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How does historical context impact the plot in Chapter 15?

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the conflict between the king and the colonists? ● Can students explain how historical context impacts the plot during a discussion? 	<ul style="list-style-type: none"> ● Can students identify the conflict between the king and the colonists? ● Can students explain how historical context impacts the plot during a discussion? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters ● Choral reading ● Echo Reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.5): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i> ● <i>Videos or story boards/cards of the story for visual supports</i> ● <i>Picture icons on graphic organizers to support non-readers and visual learners</i> ● <i>Peer support, collaborative grouping</i> ● <i>Prepared objects, pictures, words, sentence strips, or</i>

			<i>recorded communication supports to provide access to content and facilitate responding</i>

Lesson Overview

Lesson Number	Lesson 21: Analyzing how the author’s specific word choice foreshadows conflict in the plot			Modified Lesson Overview
Description	In this lesson, students read and discuss Chapter 16, identifying and discussing examples of foreshadowing in the text. Students also make predictions about the text.			In this lesson, students read and discuss Chapter 16, identifying and discussing examples of foreshadowing in the text. Students also make predictions about the text. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 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.
Let’s Express Our Understanding	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How does Speare use specific word choice and details to foreshadow conflict in the plot? 			Respond to the following question in your reading log by matching Speare's specific word choices and details to foreshadowed conflicts in the plot.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use evidence from the text to make predictions? ● Can students provide examples of foreshadowing? 			<ul style="list-style-type: none"> ● Can students use evidence from the text to make predictions? ● Can students provide examples of foreshadowing?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare			<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log 	Possible Supports During the Lesson:		Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird</i>

	<ul style="list-style-type: none"> ● Sticky notes ● Paired/partner reading ● Conversation stems 	<ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	<p><i>Pond.</i></p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.5): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i> ● <i>Videos or story boards/cards of the story for visual supports</i> ● <i>Picture icons on graphic organizers to support non-readers and visual learners</i> ● <i>Peer support, collaborative grouping</i> ● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>

Lesson Overview

Lesson Number	Lesson 22: Integrating historical information presented in different media to develop an understanding of a topic		Modified Lesson Overview
Description	In this lesson, students read chapter 17 of <i>The Witch of Blackbird Pond</i> and integrate historical information presented in video to develop an understanding of the Salem Witch Trials and how it impacts the plot of <i>Witch</i> .		In this lesson, students read chapter 17 of <i>The Witch of Blackbird Pond</i> and integrate historical information presented in video to develop an understanding of the Salem Witch Trials and how it impacts the plot of <i>Witch</i> . LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution. LC.RL.6.5 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.
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Complete the historical context influence graphic organizer with a partner 		<ul style="list-style-type: none"> ■ Complete the partially completed historical context influence graphic organizer with a partner
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the treatment of Hannah and Kit is similar to the treatment of the women in the video? ● Can students cite evidence from an informational text to make connections in the text? 		<ul style="list-style-type: none"> ● Can students identify how the treatment of Hannah and Kit is similar to the treatment of the women in the video? ● Can students cite evidence from an informational text to make connections in the text?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "The Story of the Witch Hunt" video		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "The Story of the Witch Hunt" video
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Historical context influence graphic organizer ● Teacher Talk Moves ● Conversation stems ● Paired/partner reading 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			<ul style="list-style-type: none"> ● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RL.6.5)</u>: <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i> ● <i>Videos or story boards/cards of the story for visual supports</i> ● <i>Picture icons on graphic organizers to support non-readers and visual learners</i> ● <i>Peer support, collaborative grouping</i> ● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>

Section Overview		
Section Number	Section 6	Modified Section Overview

Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students develop a response and engage in a collaborative discussion to the following question: “How is the conflict of Kit’s identity finally resolved?”</p> <p>Culminating task connections: Students demonstrate their understanding of the development of a character in <i>The Witch of Blackbird Pond</i>. This prepares students to analyze the development of Kit.</p> <p>Students also demonstrate their ability to form a claim and develop a response. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain how a character changes based on interactions with other characters throughout the text? ● How well does the student identify the historical context of a character? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite textual evidence when writing? ● How well does the student revise their writing based on feedback from their peers? ● How well does the student edit their writing based on feedback from their peers? ● How well does the student revise their writing to include detailed descriptions and sensory language? 	<p>Students engage in a collaborative discussion and then produce a response to the following question: “How is the conflict of Kit’s identity finally resolved?” The student first identifies the conflict then uses text evidence to explain how it is resolved.</p> <p>Culminating task connections: Students demonstrate their understanding of the development of a character in <i>The Witch of Blackbird Pond</i>. This prepares students to analyze the development of Kit.</p> <p>Students also demonstrate their ability to form a claim and develop a response. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain how a character changes based on interactions with other characters throughout the text? ● How well does the student identify the historical context of a character? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite textual evidence when writing? ● How well does the student revise their writing to include detailed descriptions and sensory language? ● How well does the student use the collaborative discussion to identify the conflict of Kit’s identity? ● How well does the student use the collaborative discussion to identify textual evidence to show the conflict has been resolved?
Section Length	3 lessons	3 lessons

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “idleness,” “disturbance,” “constable,” “unchastened,” “ruefully,” “companionably,” “retribution,” “attribute,” “summoned,” “vitality,” “docile,” “conscience,” “haggard,” “inquiry,” “dubious,” “parchment,” “preternatural,” “countenance,” “irregular,” “pandemonium,” “pinnacle,” “perpetual,” “indifference,” “obligation,” “tantalizing,” “sundry,” “capable,” “prevailed.” ● In advance of reading the text in class, give students the audio recording audio recording to listen to and follow along with 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “conviction” ○ “witchcraft” ○ “magistrate” ○ “accusation” ○ “imprisonment” ○ “jurors” ○ “delusions” <p>Support for Meaning</p> <ul style="list-style-type: none"> ● With Lesson 25, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> ○ Scenario One: Students select a correct portion of the text. Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
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the printed text several times. Ask students to respond to questions orally or in writing:

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

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

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

question.

- **Scenario Two: Students select a correct portion of the text, but they can't answer the question.**

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

- **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding. Following this support, ask the following guiding questions, adapted from the teacher notes in the lesson, with individual

or a small group of students. While students answer the questions, ask them what portion of the text they can use to figure out the answer.

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

- If students select a wrong portion of the text, ask them why they picked that portion to understand

their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. "We recently identified Bible verses in this text. Why would the jurors include Bible verses in this confession?"	Based on what we have previously discussed in this unit, we know that the Bible is very important to this group of people, and they were relying on God to help them understand they are

	<p>2. “What does the phrase “the mysterious delusions of the powers of darkness” mean?”</p> <p>3. Who is the “prince of the air”?</p> <p>(Prompt students to use the Latin roots handout to determine the meaning of “delusions” if they do not know the definition.)</p>	<p>The false ideas that were used to accused people of witchcraft by the accusers, who turned out to be the people who were having a negative influence, not the people who were accused.</p> <p>Spiritual demons, the devil, Satan.</p>	<ul style="list-style-type: none"> • First portion of paragraph 2
	<p>4. “Why were the Jurors ‘sadly deluded and mistaken’?”</p>	<p>They believed the hype surrounding the trials.</p>	<ul style="list-style-type: none"> • First sentence of paragraph 3

5. "Why do the Jurors 'heartily ask forgiveness'?"

They feel that they were wrong and want to feel less guilty about their actions.

- Closing section

6. "Who is 'you all' that the Jurors offended?"

The community of Salem, friends and family of those judged, and God.

Support for Engaging in Academic Discussions

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

Support for Expressing Understanding in Writing

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

Support for Developing Language Proficiency

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

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

Lesson Overview

Lesson Number	Lesson 23: Engaging in collaborative discussions around a shared text		Modified Lesson Overview
Description	In this lesson, students read chapter 19 and engage in collaborative discussions around a shared text.		In this lesson, students read chapter 19 and engage in collaborative discussions around a shared text. LC.RL.6.2a Select key details about a character and relate those details to a theme within the text. LC.RL.6.2b Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. LC.RL.6.2c Summarize a text from beginning to end in a few sentences without including personal opinions.
Let's Express Our Understanding	How is Kit cleared of the accusations of witchcraft?		How is Kit cleared of the accusations of witchcraft?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Kit is freed from danger? ● Can students provide evidence such as details and examples from the text during a discussion? 		<ul style="list-style-type: none"> ● Can students identify how Kit is freed from danger? ● Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Summary handout ● Conversation stems handout ● Accountable talk ● Teacher Talk Moves ● Conversation stems ● Paired/partner reading 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Transitions ● Evidence sentence starters 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.2): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds:

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

Lesson Overview		
Lesson Number	Lesson 24: Engaging in discussions around a shared text	Modified Lesson Overview
Description	In this lesson, students read chapters 20 and 21 of <i>The Witch of Blackbird Pond</i> and engage in collaborative discussions around the shared text.	In this lesson, students read chapters 20 and 21 of <i>The Witch of Blackbird Pond</i> and engage in collaborative discussions around the shared text. LC.RL.6.2a Select key details about a character and relate those details to a theme within the text. LC.RL.6.2b Determine the theme(s) of a story, drama, or poem

		including how it is conveyed through particular details. LC.RL.6.2c Summarize a text from beginning to end in a few sentences without including personal opinions.	
Let's Express Our Understanding	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How is the conflict of Kit's identity finally resolved? 	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How is the conflict of Kit's identity finally resolved? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what leads Kit to change her mind about marrying William and leaving for Barbados? ● Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> ● Identify what leads Kit to change her mind about marrying William and leaving for Barbados? ● Can students provide evidence such as details and examples from the text during a discussion? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Conversation stems handout ● Accountable talk ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>The Witch of Blackbird Pond</i> ● Student friendly definitions ● Transitions ● Evidence sentence starters ● Choral reading ● Echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.6.2): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Read aloud texts and chapter books ● Interactive white board ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Preview of the text, illustrations, and details, frontloading

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

Lesson Overview		
Lesson Number	Lesson 25: Determining the meaning of unknown words to comprehend informational text and identifying the central idea of the text	Modified Lesson Overview
Description	In this lesson, students read and identify the central idea of an informational text.	In this lesson, students read and identify the central idea of an informational text. LC.RI.6.2 Provide a summary of the text distinct from personal opinions or judgments.
Let's Express Our Understanding	Respond to the question in your reading log: <ul style="list-style-type: none"> ○ What is the central idea of the text? 	Respond to the question in your reading log: <ul style="list-style-type: none"> ○ What is the central idea of the text?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the viewpoint of the jurists in the text? • Can students find the central idea of an informational text? 	<ul style="list-style-type: none"> • Can students identify the viewpoint of the jurists in the text?

		<ul style="list-style-type: none"> • Can students find the central idea of an informational text?
Text(s)	“Confessions of Salem Jurors” by Cotton Mather	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Dictionary • Teacher Talk Moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Student friendly definitions • Transitions • Evidence sentence starters • Choral reading • Echo reading
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>The Witch of Blackbird Pond</i>. • <u>Student Response Modes</u> • <u>Adapting Lesson Plans</u> • <u>Diverse learners guide</u> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.6.2)</u>: <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Read aloud texts and chapter books • Interactive white board • Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to

			provide access to content and facilitate responding

Section Overview

Section Number	Section 7	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	<p>Students write a response to the question: “Select a character from <i>The Witch of Blackbird Pond</i> and identify the confession that character will make. Consider the character’s interactions with and treatment of Kit.”</p> <p>Culminating task connections: Students demonstrate their understanding of how the historical context of the Salem Witch Trials contributes to the characters in <i>The Witch of Blackbird Pond</i>. This prepares students to support their understanding of Kit’s loyalty.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p>	<p>Students match characters and confessions from a list as a response to the question: “Select a character from <i>The Witch of Blackbird Pond</i> and identify the confession that character will make. Consider the character’s interactions with and treatment of Kit.”</p> <p>Culminating task connections: Students demonstrate their understanding of how the historical context of the Salem Witch Trials contributes to the characters in <i>The Witch of Blackbird Pond</i>. This prepares students to support their understanding of Kit’s loyalty.</p> <p>Students also demonstrate their ability to identify a claim, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify evidence in the text? ● How well does the student understand how words and phrases impact tone? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student write in response to a complex, grade-level text? ● How well does the student use correct and effective syntax to clearly communicate ideas? ● How well does the student use words and phrases correctly to clearly communicate ideas? ● How well does the student use correct and effective mechanics to clearly communicate ideas? ● How well does the student select and combine words that precisely communicate ideas? 	<ul style="list-style-type: none"> ● How well does the student identify evidence in the text? ● How well does the student understand how words and phrases can help to predict the characters' confessions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use words and phrases correctly to clearly communicate ideas? ● How well does the student use correct and effective mechanics to clearly communicate ideas? ● How well does the student select and combine words that precisely communicate ideas? ● How well does the student write in response to a complex, grade-level text? ● How well does the student use correct and effective syntax to clearly communicate ideas?
Section Length	5 lessons	2 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and "Confessions of Salem Jurors" by Cotton Mather ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and

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

Lesson Overview			
Lesson Number	Lesson 26: Evaluating the validity of claims and author’s purpose in an informational text		Modified Lesson Overview
Description	<p>In this lesson, students identify three details that support the central idea of an informational text and evaluate the validity and purpose of these details. Students will also determine the overall author’s purpose in the text.</p>		<p>In this lesson, students identify one to two details that support the central idea of an informational text and evaluate the validity and purpose of these details. Students will also determine the overall author’s purpose in the text.</p> <p>LC.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed.</p>
Let’s Express Our Understanding	<p>Respond to these questions in your reading log:</p> <ul style="list-style-type: none"> ○ What is the author’s purpose in “Confessions of Salem Jurors”? ○ Are the authors effective in conveying this purpose? 		<p>Respond to these questions in your reading log:</p> <ul style="list-style-type: none"> ○ Why did the author write “Confessions of Salem Jurors”? ○ Are the authors effective in demonstrating this purpose?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the author’s purpose in writing “Confessions of Salem Jurors”? ● Can students determine the validity of claims in an informational text? 		<ul style="list-style-type: none"> ● Can students identify the author’s purpose in writing “Confessions of Salem Jurors”? ● Can students determine which claims are valid in an informational text?
Text(s)	“Confessions of Salem Jurors” by Cotton Mather		“Confessions of Salem Jurors” by Cotton Mather
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p>

	<ul style="list-style-type: none"> ● Conversation stems handout ● Chart paper ● Marker ● Paired/partner reading ● Conversation stems ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Student friendly definitions ● Transitions ● Evidence sentence starters 	<ul style="list-style-type: none"> ● Original and adapted versions of “Confessions of Salem Jurors” by Cotton Mather. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions <p>Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.6.2):</p> <ul style="list-style-type: none"> ● <i>Squared paper to make cubes</i> ● <i>Graphic Organizer (Venn Diagram)</i> ● <i>Various informational Texts</i> ● <i>Interactive White Board</i> ● <i>Pictures, objects or tactile representations to illustrate the topic, events or details</i> ● <i>Sentence strips that provide support for the authors point of view</i> ● <i>Videos or story boards/cards of the story for visual supports</i> ● <i>Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</i> ● <i>Graphic organizers</i> ● <i>Highlighted information within the text</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Clearly differentiated multiple-choice answers</i> ● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i> ● <i>Dichotomous questions that allow for making a choice of correct versus incorrect answers</i> ● <i>Simpler or shorter containing the same key information</i> ● <i>Peer support, collaborative grouping</i>

Lesson Overview

Lesson Number	Lesson 27: Brainstorming and finding text evidence to prepare for a narrative writing text		Modified Lesson Overview
Description	<p>In this lesson, students form groups, review the narrative writing task, and choose a character from <i>The Witch of Blackbird Pond</i>. Students find text evidence that depicts the character’s interactions with Kit in preparation for the narrative writing task.</p>		<p>In this lesson, students form groups, review the narrative writing task, and choose a character from <i>The Witch of Blackbird Pond</i>. Students find text evidence that depicts the character’s interactions with Kit in preparation for the narrative writing task.</p> <p>LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p>
Let’s Express Our Understanding	Complete the evidence chart with your group.		Complete the evidence chart with your group.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the historical context of a chosen character in preparation for writing? ● Can students identify text evidence that supports a claim and explain how that evidence supports the claim? 		<ul style="list-style-type: none"> ● Can students identify the historical context of a chosen character in preparation for writing? ● Can students identify text evidence that supports a claim and explain how that evidence supports the claim?
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Writing task handout ● Writing task rubric ● Evidence chart graphic organizer ● Accountable talk ● Teacher Talk Moves ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			<ul style="list-style-type: none"> • Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RL.6.3.b)</u>: <ul style="list-style-type: none"> • <i>Read aloud texts</i> • <i>Interactive white board</i> • <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> • <i>Graphic organizers</i> • <i>Highlighted text</i> • <i>Preview of the text, illustrations, and details, frontloading</i> • <i>Pictures, objects, or tactile representations to illustrate the key details</i> • <i>Sentence strips that reflect text from the story that supports the key details</i> • <i>Videos or story boards/cards of the story for visual supports</i> • <i>Picture icons on graphic organizers to support non-readers and visual learners</i> • <i>Peer support, collaborative grouping</i> • <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>

Lesson Overview		
Lesson Number	Lesson 28: Drafting the narrative writing task	Modified Lesson Overview
Description	In this lesson, students begin drafting the narrative writing task in their groups and engage in a peer writing conference to receive feedback on the writing task.	Omit Lesson

Let's Express Our Understanding	<ul style="list-style-type: none"> Finish the draft with your group by incorporating the suggestions made by the wordsmith, the historical context checker, and your peer editors. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students demonstrate an understanding of a character and the historical context of that character? Can students improve their writing based off of feedback from their peers? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "Confessions of Salem Jurors" by Cotton Mather	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Writing task handout Writing task rubric Evidence chart graphic organizer Chart paper Markers Teacher Talk Moves Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Transitions Evidence sentence starters

Lesson Overview		
Lesson Number	Lesson 29: Revising writing to include detailed descriptions and sensory language	Modified Lesson Overview
Description	In this lesson, students revise their collaborative essay to include detailed descriptions and sensory language.	Omit lesson

Let's Express Our Understanding	<ul style="list-style-type: none"> Finish revisions by adding details or sensory language to all of the circled parts in your draft. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students demonstrate an understanding of a character and the historical context of that character? Can students revise their writing to make the language and vocabulary more reflective of the time period? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare "Confessions of Salem Jurors" by Cotton Mather	
Materials	Lesson Materials: <ul style="list-style-type: none"> Writing task handout Collaborative draft narrative Markers Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Transitions Evidence sentence starters

Lesson Overview		
Lesson Number	Lesson 30: Engaging in peer editing and publishing the collaborative narrative writing task	Modified Lesson Overview
Description	In this lesson, students engage in peer editing and then publish the collaborative narrative writing task.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> Finalize the narrative by including all of the peer edits. Review your final piece against the narrative writing rubric. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students demonstrate an understanding of a character and the historical context of that character? 	

	<ul style="list-style-type: none"> • Can students edit their writing based on feedback from their peers and publish their writing? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare “Confessions of Salem Jurors” by Cotton Mather	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Notebook paper • Collaborative draft narrative • Writing task handout • Writing task rubric • Teacher Talk Moves • Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Transitions • Evidence sentence starters

Section Overview		
Section Number	Section 8	Modified Section Overview
Description	The Witch of Blackbird Pond	Original and adapted versions of <i>The Witch of Blackbird Pond</i>
Assessment	Students write a response to the question: “To whom is Kit most loyal in The Witch of Blackbird Pond? Support your response with evidence from the text.” Culminating task connections: Students demonstrate their understanding of the thoughts, feelings, actions, and motivations of a character. This prepares students to analyze the character’s loyalties.	Students identify from a list a response to the question: “To whom is Kit most loyal in The Witch of Blackbird Pond?” Students write a response that supports their choice along with evidence from the text. Culminating task connections: Students demonstrate their understanding of the thoughts, feelings, actions, and motivations of a

	<p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text? ● How well does the student write arguments to support claims with clear reasons and relevant evidence? ● How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations? ● How well does the student develop and clearly communicate meaningful and defensible claims for an argument that represent valid, evidence-based analysis? 	<p>character. This prepares students to analyze the character’s loyalties.</p> <p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text? ● How well does the student write arguments to support claims with clear reasons and relevant evidence? ● How well does the student identify arguments to support claims with relevant evidence? ● How well does the student identify and communicate meaningful and defensible claims for an argument that represent valid, evidence-based analysis?
Section Length	2 lessons	1 lesson
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and “Choices” by Nikki Giovanni ○ <u>Louisiana Connectors</u>

			<ul style="list-style-type: none"> ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 31: Analyzing how Kit’s identify changes in response to episodes in the text	Modified Lesson Overview
Description	In this lesson, students discuss the resolution of the novel and synthesize how Kit’s identity has changed over the course of the novel in response to episodes in the text.	In this lesson, students discuss the resolution of the novel and synthesize how Kit’s identity has changed over the course of the novel in response to episodes in the text. LC.RL.6.3a Describe how the plot unfolds in a story. LC.RL.6.3b Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Let’s Express Our Understanding	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ To whom is Kit most loyal in <i>The Witch of Blackbird Pond</i>? 	Respond to the following question in your reading log:

	<ul style="list-style-type: none"> ○ Support your response with evidence from the text. 	<ul style="list-style-type: none"> ○ To whom is Kit most loyal in <i>The Witch of Blackbird Pond</i>? ○ Support your response with evidence from the text. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students analyze how a character changes and responds to plot episodes across a text? ● Can students provide evidence such as details and examples from the text when writing? 	<ul style="list-style-type: none"> ● Can students identify how a character changes and responds to plot episodes across a text? ● Can students provide evidence such as details and examples from the text when writing? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Charting Kit’s choice graphic organizer ● Conversation stems handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Transitions ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Witch of Blackbird Pond</i>. ● Student Response Modes ● Adapting Lesson Plans ● Diverse learners guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.6.3.b): <ul style="list-style-type: none"> ● <i>Read aloud texts</i> ● <i>Interactive white board</i> ● <i>Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)</i> ● <i>Graphic organizers</i> ● <i>Highlighted text</i> ● <i>Preview of the text, illustrations, and details, frontloading</i> ● <i>Pictures, objects, or tactile representations to illustrate the key details</i> ● <i>Sentence strips that reflect text from the story that supports the key details</i> ● <i>Videos or story boards/cards of the story for visual supports</i>

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

Lesson Overview			
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Lesson Number	Lesson 32: Using TP-CASTT to analyze poetry		Modified Lesson Overview
Description	In this lesson, students read a poem and use <u>TP-CASTT</u> to analyze the poem and connect the theme of the poem to the anchor text.		Omit this lesson
Let's Express Our Understanding	Respond to the following question in your reading log: <ul style="list-style-type: none"> ○ How does the theme of "Choices" relate to <i>The Witch of Blackbird Pond</i>? 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students compare texts in different genres in terms of their approaches to similar themes? ● Can students cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text when responding in writing? 		
Text(s)	"Choices" by Nikki Giovanni		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● TP-CASTT handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Choral reading ● Echo reading 	

	<ul style="list-style-type: none"> • Conversation stems • Paired/partner reading 		

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	The Witch of Blackbird Pond	Section is optional
Assessment	<p>Students respond to the question: “Read these lines from “Identity.”</p> <p style="text-align: center;">If I could stand alone, strong and free, I’d rather be a tall ugly weed.”</p> <p>In an extended response explain what the speaker means by this statement. Then, explain how this point of view is reflected in <i>The Witch of Blackbird Pond</i> and compare and contrast how “Identity” and <i>The Witch of Blackbird Pond</i> approach the same theme. Cite textual evidence to support your explanation. Be sure to observe the conventions of standard English.”</p> <p>Culminating task connections:</p>	<p>Students respond to the question: “Read these lines from “Identity.”</p> <p style="text-align: center;">If I could stand alone, strong and free, I’d rather be a tall ugly weed.”</p> <p>In an extended response explain what the speaker means by this statement. Then, explain how this point of view is reflected in <i>The Witch of Blackbird Pond</i> and compare and contrast how “Identity” and <i>The Witch of Blackbird Pond</i> approach the same theme. Cite textual evidence to support your explanation. Be sure to observe the conventions of standard English.”</p> <p>Culminating task connections:</p>

	<p>Students demonstrate their understanding of how similar themes are approached across genres. This prepares students to analyze Kit’s loyalty in <i>The Witch of Blackbird Pond</i>.</p> <p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a theme or central idea of a text and how it is conveyed through particular details? ● How well does the student determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings? ● How well does the student compare and contrast different genres in terms of their approaches to similar themes and topics? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? 	<p>Students demonstrate their understanding of how similar themes are approached across genres. This prepares students to analyze Kit’s loyalty in <i>The Witch of Blackbird Pond</i>.</p> <p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a theme or central idea of a text and how it is conveyed through particular details? ● How well does the student determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings? ● How well does the student compare and contrast different genres in terms of their approaches to similar themes and topics? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research?
Section Length	1 lesson	1 lessons

Additional Supports for Diverse Learners			<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and “Choices” by Nikki Giovanni ○ <u>Louisiana Connectors</u> ○ Essential Elements Cards – <u>Grades 6-8 Literature</u> ○ Student Response Modes – <u>ELA</u> ○ IEP Goals ○ Assistive Technology ○ <u>English Language Arts Guidebook Reading Support</u> ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 33: Cold-read Task	Modified Lesson Overview
Description	In this lesson, students read a new text to demonstrate their ability to read, understand, and express understanding of that text.	Omit lesson

Let's Express Our Understanding	You will have approximately 30 minutes to reread the text and answer question 9.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students read, understand, and express their understanding of a new text? • Can students write in response to a complex, grade-level text? 	
Text(s)	"Identity" by Julio Noboa Polanco	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Cold-read task • Cold-read task answer sheet 	Possible Supports During the Lesson:

Section Overview		
Section Number	Section 10	Modified Section Overview
Description	The Witch of Blackbird Pond	Section is optional
Assessment	<p>Students respond to the question: "Who is Kit most loyal to in <i>The Witch of Blackbird Pond</i>?"</p> <p>Culminating task connections: Students demonstrate their understanding of analyzing Kit in <i>The Witch of Blackbird Pond</i>. This prepares students to analyze a character's thoughts, feelings, and actions.</p>	<p>Students respond to the question: "Who is Kit most loyal to in <i>The Witch of Blackbird Pond</i>?"</p> <p>Culminating task connections: Students demonstrate their understanding of analyzing Kit in <i>The Witch of Blackbird Pond</i>. This prepares students to analyze a character's thoughts, feelings, and actions.</p>

	<p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? ● How well does the student describe how a particular story’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? 	<p>Students also demonstrate their ability to form a claim, identify examples, integrate quotations, and use conventions to produce clear writing. This prepares students to write an argumentative essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? ● How well does the student describe how a particular story’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research?
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and “Choices” by Nikki Giovanni ○ <u>Louisiana Connectors</u>

			<ul style="list-style-type: none"> ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 34: Brainstorming and planning in preparation for writing an argumentative essay	Modified Lesson Overview
Description	In this lesson, students brainstorm and plan in preparation for the cumulative writing task.	Omit lesson
Let's Express Our Understanding	Complete the outline in the planning section of the CWT handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students develop a claim for an argumentative essay? ● Can students identify examples and text evidence which support their claim? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Charting Kit's choice graphic organizer ● CWT handout ● CWT rubric ● Teacher Talk Moves 	Possible Supports During the Lesson:	

Lesson Overview			
Lesson Number	Lesson 35: Drafting introduction and body paragraphs for an argumentative essay	Modified Lesson Overview	
Description	In this lesson, students draft the introduction and body paragraphs of an argumentative essay based on the planning in the culminating writing task handout.	Omit lesson	
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue drafting the argumentative essay. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain who Kit is most loyal to in their writing? ● Can students draft their argumentative essay by writing a clear introductory paragraph which introduces their claim and drafting the body paragraphs? 		
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● CWT handout ● Teacher Talk Moves 	Possible Supports During the Lesson:	

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Lesson Overview		
Lesson Number	Lesson 36: Drafting a conclusion and citing evidence in an argumentative essay	
Description	In this lesson, students draft the conclusion and cite evidence in the argumentative essay.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue drafting the argumentative essay. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain who Kit is most loyal to in their writing? ● Can students draft the conclusion of their essay and properly cite evidence in the body paragraphs? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● CWT handout ● Draft essay ● Teacher Talk Moves 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 37: Editing and publishing an argumentative essay	
	Modified Lesson Overview	

Description	In this lesson, students edit and publish the argumentative essay with a focus on transitions to introduce quotations.	Omit lesson
Let's Express Our Understanding	Continue publishing the argumentative essay.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain who Kit is most loyal to in their writing? • Can students use transitions to introduce quotations in their essay? 	
Text(s)	<i>The Witch of Blackbird Pond</i> by Elizabeth George Speare	
Materials	Lesson Materials: <ul style="list-style-type: none"> • CWT handout • Draft essay • Conversation stems • Grammar guide • Teacher Talk Moves • Mentor sentences 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Transitions • Evidence starters

Section Overview

Section Overview		
Section Number	Section 11	Modified Section Overview
Description	The Witch of Blackbird Pond	Section is Optional
Assessment	Students respond to the question: "Work with your group to summarize the information the group recorded for the first source." Culminating task connections:	Students respond to the question: "Work with your group to summarize the information the group recorded for the first source." Culminating task connections:

	<p>Students demonstrate their understanding of reviewing and summarizing the information from informational texts. This prepares students to research how a historical figure used his or her values and beliefs to overcome an obstacle.</p> <p>Students also demonstrate their ability to research a topic and use conventions to produce clear writing. This prepares students to write a collaborative research paper.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research? 	<p>Students demonstrate their understanding of reviewing and summarizing the information from informational texts. This prepares students to research how a historical figure used his or her values and beliefs to overcome an obstacle.</p> <p>Students also demonstrate their ability to research a topic and use conventions to produce clear writing. This prepares students to write a collaborative research paper.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate? ● How well does the student gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources? ● How well does the student draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research?
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted versions of <i>The Witch of Blackbird Pond</i> and “Choices” by Nikki Giovanni ○ Louisiana Connectors

			<ul style="list-style-type: none"> ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support ○ Word lists (e.g., passage-specific words and high frequency words) ○ Performance Product/Writing rubric ○ Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 38: Assessing the credibility of a source	Modified Lesson Overview
Description	In this lesson, students choose a group, a research topic, gather sources, and determine the credibility of sources by asking three	Omit lesson

	benchmark questions.	
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Work with your group. ■ Continue searching for sources and assessing if the sources are credible using the three benchmark questions. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students conduct research to prepare to write a research report? ● Can students assess the credibility of a source by asking benchmark questions? 	
Text(s)	Helen Keller Biography source 1 Helen Keller Biography source 2	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension Task directions ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 39: Using Cornell notes to conduct research for a collaborative report	Modified Lesson Overview
Description	In this lesson, students use Cornell Notes to conduct research for a collaborative report.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue conducting research with your group. ■ Use one Cornell notes handout for each source and choose a note taker to record the information. 	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students conduct research to prepare to write a research report? • Can students identify the important and relevant information from the source and summarize the information gained from the source? 	
Text(s)	Helen Keller Biography source 1	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Extension task directions • Cornell notes • Accountable talk • Conversation stems 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 39: Using Cornell notes to conduct research for a collaborative report	Modified Lesson Overview
Description	In this lesson, students use Cornell Notes to conduct research for a collaborative report.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue conducting research with your group. ■ Use one Cornell notes handout for each source and choose a note taker to record the information. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students conduct research to prepare to write a research report? 	

	<ul style="list-style-type: none"> • Can students identify the important and relevant information from the source and summarize the information gained from the source? 	
Text(s)	Helen Keller Biography source 1	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Extension task directions • Cornell notes • Accountable talk • Conversation stems 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 40: Conducting research for a collaborative research report	Modified Lesson Overview
Description	In this lesson, students continue conducting research for a collaborative research report.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue conducting research by reading and discussing each source with your group. ■ Choose a note taker to record the information on the Cornell notes handout for your group. <ul style="list-style-type: none"> ○ Your group should have three Cornell notes completed, one for each source. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students conduct research to prepare to write a research report? • Can students identify the important and relevant information from the source and summarize the information gained from the source? 	

Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Cornell notes ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 41: Drafting an introduction and body paragraphs for a collaborative research report	Modified Lesson Overview
Description	In this lesson, students draft the introduction and body paragraphs of a collaborative research report.	Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue drafting the research report with your group. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how a historical figure used his or her values and beliefs to overcome an obstacle? ● Can students use their research to draft the introduction and body paragraphs of a collaborative research paper? 	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Cornell notes ● Accountable talk 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● CER paragraph frame

	<ul style="list-style-type: none"> ● Conversation stems 		

Lesson Overview			
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Lesson Number	Lesson 42: Drafting a conclusion and accurately incorporating direct quotes and paraphrased information from sources		Modified Lesson Overview
Description	In this lesson, students draft the conclusion for the collaborative research report and revise their writing to accurately incorporate direct quotations and paraphrased information from sources.		Omit lesson
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue revising the collaborative research report with your group to ensure the group is accurately citing evidence. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how a historical figure used his or her values and beliefs to overcome an obstacle? ● Can students accurately cite evidence using direct quotations and paraphrasing? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Cornell notes ● Draft report ● Accountable talk ● Conversation stems ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Evidence sentence starters 	

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Lesson Overview				
Lesson Number	Lesson 43: Editing and publishing a collaborative research report	Modified Lesson Overview		
Description	In this lesson, students edit and publish the collaborative research report.	Omit lesson		
Let's Express Our Understanding	<ul style="list-style-type: none"> ■ Continue publishing the collaborative research report. 			
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how a historical figure used his or her values and beliefs to overcome an obstacle? ● Can students edit and publish a collaborative research report? 			
Text(s)				
Materials	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Draft report ● Grammar guide ● Mentor sentences ● Accountable talk ● Conversation stems </td> <td style="width: 50%; vertical-align: top;"> Possible Supports During the Lesson: </td> </tr> </table>	Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Draft report ● Grammar guide ● Mentor sentences ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson:	
Lesson Materials: <ul style="list-style-type: none"> ● Extension task directions ● Draft report ● Grammar guide ● Mentor sentences ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson:			

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