

Grade 7 – Memoir

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 7, TLA Exemplar, MEMOIR

Unit Overview		
Grade	7	Modified Unit Overview
Guidebook Text	Memoir	Original and adapted version of Memoir
Unit Description	We will read “How to Write a Memoir” by William Zinsser and a series of related literary and informational texts to explore the question: Why is writing a memoir important for future generations? We will express our understanding through an essay that analyzes an independent reading memoir against advice for memoir writing.	We will read “How to Write a Memoir” by William Zinsser and a series of related literature and informational texts to explore the question: Why is writing a memoir important for future generations? We will express our understanding through a permanent product that analyzes a class reading memoir against advice for memoir writing.
Essential Question	<i>Why is writing a memoir important for future generations?</i>	<i>Why is writing a memoir important for future generations?</i>
Culminating Task	<p>How does the independent reading memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Determine Zinsser’s advice for writing memoirs. ● Evaluate the tone, style, voice, structure, and themes of the memoir you read independently. ● Compare and contrast Zinsser’s advice with the elements of the memoir you read. <p>Write a multiparagraph essay that compares and contrasts the memoir you read with Zinsser’s advice. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and</p>	<p>How does the class reading memoir (memoirs will be selected by the teacher in order for the class to vote on one as a class read aloud. support or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir” by William Zinsser? To answer this question:</p> <ul style="list-style-type: none"> ● Determine Zinsser’s advice for writing memoirs. ● Evaluate the tone, style, voice, structure, and themes of the memoir read by the class. ● Compare and contrast Zinsser’s advice with the elements of the memoir we read. <p>Write a permanent product that compares and contrasts the memoir we read with Zinsser’s advice. Be sure to use proper</p>

	phrases. Cite several pieces of textual evidence, including direction quotations with parenthetical citations.	grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations with parenthetical citations.
Sections & Lessons	10 Sections, 42 Lessons	6 Sections, 27 Lessons

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Assessment Overview			
Guidebook Assessment Overview			Modified Assessment Overview
Culminating Writing Task	Students write a multiparagraph essay in response to the question: Does the memoir you read support and/or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?	<ul style="list-style-type: none"> -Culminating writing task directions -Exemplar student response -Grades 6-8 writing rubric 	Students write a paragraph in response to the question: Does the memoir we read as a class support or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?
Cold-Read Task	Students read "Seventh Grade" from <i>Baseball in April and Other Stories</i> . Then students answer a combination of questions.	<ul style="list-style-type: none"> -Assessment -Answer Key -Answer Sheet -Grades 6-8 writing rubric 	<i>Task is optional</i>
Extension Task	Students write a memoir based on a real and appropriate personal experience using the techniques outlined in the unit.	<ul style="list-style-type: none"> -Extension task directions -Exemplar student response -Narrative writing rubric 	<i>Task is optional</i>

Section Overview

Section Overview		
Section Number	Section 1	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	<p>Students create a quality criteria for writing a memoir checklist to identify advice Zinsser gives individuals who want to write a memoir. After adding to the quality criteria for memoir writing checklist, write the stems and complete them in your reading log.</p> <ul style="list-style-type: none"> ● Zinsser follows his own advice, because... ● Zinsser follows his own advice, but... ● Zinsser follows his own advice, so... <p>Culminating task connections: Students demonstrate their understanding of the advice Zinsser gives to those who want to write a memoir. This prepares students to determine if an independent reading memoir supports or contradicts Zinsser’s advice for writing a memoir.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze advice given by Zinsser in “How to Write a Memoir”? 	<p>Students create a quality criteria for writing a memoir checklist to identify advice Zinsser gives individuals who want to write a memoir. The criteria will be table in the because, but, so format. After adding to the quality criteria for memoir writing checklist, write the stems and complete them in your reading log.</p> <ul style="list-style-type: none"> ● Zinsser follows his own advice, because... ● Zinsser follows his own advice, but... ● Zinsser follows his own advice, so... <p>Culminating task connections: Students demonstrate their understanding of the advice Zinsser gives to those who want to write a memoir. This prepares students to determine if a class read memoir supports or contradicts Zinsser’s advice for writing a memoir.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and use conventions to produce clear writing. This prepares students to write a paragraph using the because, but, so sentences.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> • How well does the student write about an event using Zinsser’s advice for memoir writing? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine two or more central ideas of the text and provide a summary of the text? • How well does the student use relevant descriptive details and sensory language to capture the action and convey experiences and events? 	<ul style="list-style-type: none"> • How well does the student recognize advice given by Zinsser in “How to Write a Memoir”? • How well does the student write about an event using Zinsser’s advice for memoir writing? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify from a list the central idea of the text? • How well does the student use because, but, so, descriptive details to capture the action and convey experiences and events?
Section Length	7 Lessons	6 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted version of Memoir ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support • Videos (e.g., Let’s Set the Context videos) or audio versions of the text. • Additional Supports for Diverse Learners specific for the unit and section.

			<ul style="list-style-type: none"> ● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text. ● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks. ● Permanent Product/Writing rubric to set expectations as appropriate.
<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	<i>Lesson 1: Unit Introduction</i>	Modified Lesson Overview
Description	<p>In this lesson, students are introduced to the unit, read the first two paragraphs of “How to Write a Memoir,” and engage in discussion with peers to better understand the concept of a memoir.</p>	<p>In this lesson, students are introduced to the unit, read the first two paragraphs of “How to Write a Memoir,” and engage in discussion with peers to better understand the concept of a memoir.</p> <ul style="list-style-type: none"> ● LC.RI.7.5b Outline a given text to show how ideas build upon one another. ● LC.RI.7.5d Determine how the information in each section contributes to the whole or to the development of ideas. ● LC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text

Let's Express Our Understanding	Students will complete a discussion reflection to reflect on the quality of the discussion.		Students will complete 3 to 9 of the discussion reflection ratings and set a goal to reflect on the quality of the discussion.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why they agree or disagree with a quote about memoirs? ● Can students clearly explain what a memoir is? 		<ul style="list-style-type: none"> ● Can students provide one reason why they agree or disagree with a quote about memoirs? ● Can students identify what a memoir is?
Text(s)	"How to Write a Memoir" by William Zinsser		"How to Write a Memoir" by William Zinsser
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading Log ● Memoir quotation handout ● Discussion reflection handout ● Accountable talk strategy guide ● Conversation stems ● Teacher talk moves strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student-friendly definitions for difficult words ● Choral or echo reading ● Guiding questions ● Model used of conversation stems ● Model discussion with scripted responses 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of "How to Write a Memoir". ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5b): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Graphic Organizers (Data Chart) ● Sorting cards for Signal Word Sort ● Various informational Texts ● Interactive White Board ● Highlighted information ● A list of signal words for reference (e.g., first, next, after, before, last) ● Peer support, collaborative grouping ● Clearly differentiated multiple-choice answers ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

			<ul style="list-style-type: none"> • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content

Lesson Overview

Lesson Number	<i>Lesson 2: Summarize Zinsser's ideas</i>	Modified Lesson Overview
Description	In this lesson, students will read paragraphs 1-21 of "How to Write a Memoir" and identify Zinsser's claim and advice about writing memoirs.	<p>In this lesson, students will be read to paragraphs 1-21 of "How to Write a Memoir" and identify Zinsser's claim and advice about writing memoirs.</p> <ul style="list-style-type: none"> • LC.RI.7.5b Outline a given text to show how ideas build upon one another. • LC.RI.7.5d Determine how the information in each section contributes to the whole or to the development of ideas. • LC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text
Let's Express Our Understanding	What advice does Zinsser give to memoir writers? Provide evidence to support your answer.	What advice does Zinsser give to memoir writers? Provide evidence to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify Zinsser's advice for memoir writers? 	<ul style="list-style-type: none"> • Can students identify one piece of advice Zinsser gives for memoir writers?

	<ul style="list-style-type: none"> • Can students provide evidence, such as details and examples, from the text in their writing? 	<ul style="list-style-type: none"> • Can students provide evidence, such as details and examples, from the text in their writing?
Text(s)	“How to Write a Memoir” by William Zinsser	“How to Write a Memoir” by William Zinsser
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Conversation stems • Reading Log • Annotating text strategy guide • Teacher talk moves strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Student-friendly definitions • Guiding questions • Visual dictionary • Choral or echo reading • Transition learning tool • Evidence sentence starters learning tool <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Written in Bone. • Student Response Modes • Adapting Lesson Plans • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various informational Texts • Interactive White Board • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content

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Lesson Overview		
Lesson Number	<i>Lesson 3: Analyze how evidence supports ideas</i>	Modified Lesson Overview
Description	In this lesson, students reread the first part of “How to Write a Memoir” and read paragraphs 22-36 before analyzing how Zinsser uses phrases to develop central ideas in the text.	In this lesson, students reread the first part of “How to Write a Memoir” and read paragraphs 22-36 before analyzing how Zinsser uses phrases to develop central ideas in the text. LC.RI.7.5d Determine how the information in each section contributes to the whole or to the development of ideas. LC.RI.7.8a Identify an argument or claim that the author makes. LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence.
Let’s Express Our Understanding	Review your chart and the evidence you gathered. How does Zinsser support each idea? Include in your answer whether the evidence provided is relevant and sufficiently supports each idea.	Review your chart and the evidence you gathered for a minimum of one idea and one quotation. How does Zinsser support each idea? Include in your answer whether the evidence provided is relevant and sufficiently supports each idea.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students summarize how Zinsser supports his advice of “be yourself” and “speak freely”? • Can students provide relevant and sufficient evidence to support the ideas? 	<ul style="list-style-type: none"> • Can students list how Zinsser supports his advice of “be yourself” and “speak freely”? • Can students provide relevant and sufficient evidence to support the ideas?

Text(s)	“How to Write a Memoir” by William Zinsser		“How to Write a Memoir” by William Zinsser
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Accountable talk strategy guide ● Conversation stems ● Paired/partner reading strategy guide ● Teacher talk moves strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student-friendly definition for difficult words ● Choral or echo reading ● Guiding questions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.8): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ▪ Highlighted information within the text ▪ Graphic organizers ▪ Pictures, objects or tactile representations to illustrate the topic, events or details ▪ Sentence strips that reflect supporting details about the topic ▪ Videos or story boards/cards of the story for visual supports ▪ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ▪ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

			<ul style="list-style-type: none"> ▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers ▪ Peer support, collaborative grouping

Lesson Overview

Lesson Number	<i>Lesson 4: Finish reading "How to Write a Memoir"</i>	Modified Lesson Overview
Description	In this lesson, students review paragraphs 1-36 and read paragraphs 37-45 of "How to Write a Memoir." Students then identify a third central idea and summarize how Zinsser supports the central idea in the text.	In this lesson, students review paragraphs 1-36 and read paragraphs 37-45 of "How to Write a Memoir." Students then identify a third central idea and summarize how Zinsser supports the central idea in the text. LC.RI.7.2a Determine the central idea of a text. LC.RI.7.2b Analyze the development of the central idea over the course of the text. LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Let's Express Our Understanding	After analyzing a quote, students will reflect on their learning by completing one of the following sentence stems in their reading log. "On the contrary, many of the chapters in my book are about small episodes that were not objectively 'important' but that were	After analyzing a quote, students will reflect on their learning by completing one of the following sentence stems in their reading log.

	<p>important to me. Because they were important to me they struck an emotional cord with readers, touching a universal truth that was important to them.”</p> <ul style="list-style-type: none"> ● To understand these sentences, I had to ... ● Noticing ___ helped me understand these sentences because... ● Knowing ___ is useful for determining the meaning of these sentences. 	<p>“On the contrary, many of the chapters in my book are about small episodes that were not objectively ‘important’ but that were important to me. Because they were important to me they struck an emotional cord with readers, touching a universal truth that was important to them.”</p> <ul style="list-style-type: none"> ● To understand these sentences, I had to ... ● Noticing ___ helped me understand these sentences because... ● Knowing ___ is useful for determining the meaning of these sentences 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students analyze a quote and participate in a whole-class discussion about the quote? ● Can students provide relevant textual evidence to support their analysis in a class discussion? 	<ul style="list-style-type: none"> ● Can students analyze a quote and participate in a whole-class discussion about the quote? ● Can students provide relevant textual evidence to support their analysis in a class discussion? 	
Text(s)	“How to Write a Memoir” by William Zinsser	“How to Write a Memoir” by William Zinsser	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Conversation stems learning tool ● Reading Log ● Accountable talk strategy guide ● Annotation text strategy guide ● Teacher talk moves strategy guide 	Possible Supports During the Lesson:	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.2)</u>: <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds:

			<ul style="list-style-type: none"> • Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise • Various informational Texts • Interactive White Board • Graphic Organizers • Individual copies of informational texts for each student • Informational coding sheet for each student • Read aloud texts • Deliver content using multimedia • Preview of the text, illustrations, and details, frontloading • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text with the same key events or details
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Lesson Overview		
Lesson Number	<i>Lesson 5: Explain how the author develops two central ideas</i>	Modified Lesson Overview

Description	<p>In this lesson, students identify the central ideas and structure of “How to Write a Memoir” and explain how Zinsser develops the central ideas of the text. Students will use the organizational frame handout to write a multi-paragraph response.</p>		<p>In this lesson, students identify the central ideas and structure of “How to Write a Memoir” and explain how Zinsser develops the central ideas of the text. Students will use the organizational frame handout to write a multi-paragraph response.</p> <p>LC.RL.7.2a Determine the theme or central idea of a text. LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text. LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</p>
Let’s Express Our Understanding	<p>In your reading log, write a multi-paragraph response to the question: How does Zinsser develop the central ideas of “How to Write a Memoir”? Use the organizational frame handout to support you in organizing your essay.</p>		<p>In your reading log, write a multi-paragraph response to the question: How does Zinsser develop the central ideas of “How to Write a Memoir”? Use the organizational frame handout to support you in organizing your essay.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Zinsser develops central ideas in the text? ● Can students use the organizational frame handout to organize a multi-paragraph essay? 		<ul style="list-style-type: none"> ● Can students explain how Zinsser develops central ideas in the text? ● Can students use the organizational frame handout to organize a multi-paragraph essay?
Text(s)	<p>“How to Write a Memoir” by William Zinsser</p>		<p>“How to Write a Memoir” by William Zinsser</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Conversation stems learning tool ● Reading Log ● Accountable talk strategy guide ● Organizational frame handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student-friendly definition for difficult words ● Answer frames ● Model using the organizational frame handout ● Guiding questions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section.

- Teacher talk moves strategy guide

- Vocabulary words and student-friendly definitions
- Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.2):
 - Suggested Supports and Scaffolds:
 - Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise
 - Various informational Texts
 - Interactive White Board
 - Graphic Organizers
 - Individual copies of informational texts for each student
 - Informational coding sheet for each student
 - Read aloud texts
 - Deliver content using multimedia
 - Preview of the text, illustrations, and details, frontloading
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text with the same key events or details

Lesson Overview

Lesson Number	<i>Lesson 6: Begin developing quality criteria</i>		Modified Lesson Overview
Description	In this lesson, students summarize Zinsser’s advice and begin to develop a quality criteria for memoir writing checklist.		In this lesson, students summarize Zinsser’s advice and begin to develop a quality criteria for memoir writing checklist. LC.RL.7.2a Determine the theme or central idea of a text. LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text. LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
Let’s Express Our Understanding	After adding to the quality criteria for memoir writing checklist, write the stems and complete them in your reading log. <ul style="list-style-type: none"> ● Zinsser follows his own advice, because... ● Zinsser follows his own advice, but... ● Zinsser follows his own advice, so... 		After adding to the quality criteria for memoir writing checklist, write the stems and complete them in your reading log. <ul style="list-style-type: none"> ● Zinsser follows his own advice, because... ● Zinsser follows his own advice, but... ● Zinsser follows his own advice, so...
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students clearly explain advice from “How to Write a Memoir”? ● Can students provide evidence, such as details and examples from the text, in their writing? 		<ul style="list-style-type: none"> ● Can students clearly explain advice from “How to Write a Memoir”? ● Can students provide evidence, such as details and examples from the text, in their writing?
Text(s)	“How to Write a Memoir” by William Zinsser		“How to Write a Memoir” by William Zinsser
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Quality criteria for memoir writing checklist handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Guiding questions ● Model completing the quality criteria for memoir writing 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Student Response Modes

- Conversation stems learning tool
- Reading Log
- Annotation text strategy guide
- Teacher talk moves strategy guide
- Discussion tracker scoring tool

- checklist handout
- Peer assistance to complete LEU
 - Transition learning tool

- Adapting Lesson Plans
- Additional Supports for Diverse Learners specific for the unit and section.
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.2):
 - Suggested Supports and Scaffolds:
 - Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise
 - Various informational Texts
 - Interactive White Board
 - Graphic Organizers
 - Individual copies of informational texts for each student
 - Informational coding sheet for each student
 - Read aloud texts
 - Deliver content using multimedia
 - Preview of the text, illustrations, and details, frontloading
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers
 - Simpler or shorter text with the same key events or details

Lesson Overview		
Lesson Number	<i>Lesson 7: Apply advice to memoir writing</i>	
Description	In this lesson, students apply Zinsser’s advice from “How to Write a Memoir” to write about vivid memories in preparation for the extension task.	Optional lesson
Let’s Express Our Understanding	<ul style="list-style-type: none"> • Write about a past event that is still vivid in your memory. • Make sure the event has a beginning and an end. • As needed, use your quality criteria for memoir writing checklist handout to support you in writing about your event. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students follow Zinsser’s advice for writing a memoir to write a about an event? • Can students use descriptive details and sensory language in their writing? 	
Text(s)	“How to Write a Memoir” by William Zinsser	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Conversation stems learning tool • Reading Log • Quality criteria for memoir writing checklist handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Choral or echo reading • Script for whole-class discussion • Guiding questions • SOAPStone strategy guide • Mini-lesson for sensory

	<ul style="list-style-type: none"> • Extension task directions • Teacher talk moves strategy guide 	language and descriptive details	



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Section Overview		
Section Number	Section 2	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	After comparing your independent reading memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for understanding.	After comparing the class reading memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for

	<p>Culminating task connections: Students demonstrate their understanding of the quality criteria for memoir writing checklist by evaluating their memoirs to Zinsser’s advice. This prepares students to analyze if their memoir follows Zinner’s advice for writing.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing>. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze their memoirs and Zinsser’s advice for memoir writing? • How well does the student determine the meaning of unknown words? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine the meaning of words as they are used in a text? • How well does the student demonstrate preparation for literature circle discussion, by referring to evidence from the text, and reflect on the discussion? 	<p>understanding in the form of a checklist. Then create stem sentences using because, but so statements.</p> <p>Culminating task connections: Students demonstrate their understanding of the quality criteria for memoir writing checklist by evaluating their memoirs to Zinsser’s advice. This prepares students to analyze if their memoir follows Zinner’s advice for writing.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing>. This prepares students to write a paragraph using because, but, so sentences.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze their memoirs and Zinsser’s advice for memoir writing? • How well does the student determine the meaning of unknown words? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine the meaning of words as they are used in a text? • How well does the student demonstrate preparation for literature circle discussion, by referring to evidence from the text, and reflect on the discussion?
Section Length	5 lessons	5 lessons
		<p style="text-align: center;">○</p> <p>Additional Supports for SWSCDs:</p>

- Original and adapted version of Memoir
- Louisiana Connectors
- Essential Elements Cards – Grades 6-8 Literature
- Student Response Modes – ELA
- IEP Goals
- Assistive Technology
- English Language Arts Guidebook Reading Support

- Videos (e.g., Let’s Set the Context videos) or audio versions of the text.
- Additional Supports for Diverse Learners specific for the unit and section.
- English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.
- Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.
- Permanent Product/Writing rubric to set expectations as appropriate.

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	<i>Lesson 8: Begin reading independent memoir</i>		
Description	In this lesson, students select an independent reading memoir, create a reading schedule, and begin reading the memoir. This memoir is used to complete the culminating writing task.	Modified Lesson Overview In this lesson, students with the help of the teacher, select a memoir, create a reading schedule, and begin reading the memoir as a class. This memoir is used to complete the culminating writing task. (Teacher provide 3 or so memoirs for the class to choose as a class reading) LC.RI.7.10a Read or be read to a variety of informational texts or adapted texts.	
Let's Express Our Understanding	Why did you select your independent reading memoir? What have you learned so far about the author?	Why did the class select this memoir? What have you learned so far about the author?	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why they selected their memoir? ● Can students provide evidence to what they have learned about the author? 	<ul style="list-style-type: none"> ● Can students explain why the memoir was chosen? ● Can students provide evidence to what they have learned about the author? 	
Text(s)	Independent reading memoirs	Memoirs selected by the teacher in order for the class to vote on one as a class read aloud.	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Multiple copies of independent reading memoirs <ul style="list-style-type: none"> ○ <i>A Summer Life</i> by Gary Soto ○ <i>Bad Boy: A</i> 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of the independent reading memoirs 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of "How to Write a Memoir". ● Student Response Modes ● Adapting Lesson Plans

	<p><i>Memoir</i> by Walter Dean Myers</p> <ul style="list-style-type: none"> ○ <i>The Circuit</i> by Francisco Jimenez ○ <i>Guts</i> by Gary Paulsen ○ <i>Soul Surfer</i> by Bethany Hamilton ○ <i>Zlata's Diary</i> by Zlata Filipovic ○ <i>Boy: Tales of Childhood</i> by Roald Dahl 		<ul style="list-style-type: none"> ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.10): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Reflective journals ● Coding sheets ● Pencils/notebooks ● Chapter books or adapted text as appropriate ● Color coded text ● Task analysis for using reference materials (e.g., dictionary) ● Cheat sheet with common prefixes and suffixes and their meanings ● An example can be found here: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

Lesson Overview		
Lesson Number	<i>Lesson 9: Determine meaning of unknown words</i>	Modified Lesson Overview
Description	In this lesson, students will independently read their memoirs and use various strategies to determine the meaning of unknown words in their independent reading memoirs to support their understanding of the	In this lesson, students will listen to a memoir read by the teacher and use various strategies to determine the meaning of unknown words in the selected memoir to support their

	text.	understanding of the text. LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). LC.RI.7.4a 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	Students will complete a semantic map for two unknown words from their independent reading memoir. Students will answer a question for Standard 4 to demonstrate understanding: Select a word or phrase from the text and explain how it is used in your independent reading memoir.	Students will complete a semantic map for two unknown words from the teacher read memoir. Students will answer a question for Standard 4 to demonstrate understanding: Select a word or phrase from the text and explain how it is used in your independent reading memoir.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students determine the meaning of an unknown word using various strategies? • Can students explain how an unknown word is used in the text? 	<ul style="list-style-type: none"> • Can students determine the meaning of an unknown word using various strategies? • Can students explain how an unknown word is used in the text? 	
Text(s)	Independent reading memoirs	Memoirs selected by the teacher in order for the class to vote on one as a class read aloud.	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Semantic map • Independent reading log handout • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio recording of independent reading memoirs • List of possible difficult vocabulary words • Dictionary • Model completing semantic map 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Memoirs selected by the teacher in order for the class to vote on one as a class read aloud. • <u>Student Response Modes</u> • <u>Adapting Lesson Plans</u> • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions

		<ul style="list-style-type: none">● Paired/partner reading● Choral or echo reading	<ul style="list-style-type: none">● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.3)</u>:<ul style="list-style-type: none">○ Suggested Supports and Scaffolds:<ul style="list-style-type: none">● Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters● Blank timelines● Various informational Texts● Interactive White Board● Peer support, collaborative grouping● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding● Repeated exposure to content and strategies● Read aloud texts● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)● Graphic organizers● Highlighted text● Color coded text● Simpler or shorter text of the same content with the same key events or details

Lesson Overview

Lesson Number	<i>Lesson 10: Prepare for literature circles</i>	Modified Lesson Overview
Description	In this lesson, students analyze different aspects of their independent reading memoir in preparation for literature circles discussion.	In this lesson, students analyze different aspects of their independent reading memoir in preparation for literature circles discussion. LC.RI.7.2a Determine the central idea of a text. LC.RI.7.2b Analyze the development of the central idea over the course of the text. LC.RI.7.2c Create an objective summary of a text. LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
Let's Express Our Understanding	Students will prepare for the literature circle discussion by completing the task for an assigned role. <ul style="list-style-type: none"> ● Discussion Leader ● Diction Decoder ● Story Mapper ● ConnectorConnector ● Headline Reporter 	Students will prepare for the literature circle discussion by completing the task for an assigned role. <ul style="list-style-type: none"> ● Discussion Leader ● Diction Decoder ● Story Mapper ● ConnectorConnector ● Headline Reporter
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide appropriate responses depending on their role for literature circles on the preparation handout? ● Can students provide evidence from the text to prepare for a discussion? 	<ul style="list-style-type: none"> ● Can students provide appropriate responses depending on their role for literature circles on the preparation handout? ● Can students provide evidence from the text to prepare for a discussion?
Text(s)	Independent reading memoirs	Memoirs selected by the teacher in order for the class to vote on one as a class read aloud.

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Literature circles preparation guide handout ● Independent reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of independent reading memoirs ● Guiding questions ● Paired/partner reading ● Choral or echo reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.3): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters ● Blank timelines ● Various informational Texts ● Interactive White Board ● Peer support, collaborative grouping ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Repeated exposure to content and strategies ● Read aloud texts ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Color coded text ● Simpler or shorter text of the same content with the same key events or details
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Lesson Overview			
Lesson Number	<i>Lesson 11: Discuss memoirs in literature circles</i>		Modified Lesson Overview
Description	In this lesson, students participate in a collaborative discussion of their independent reading memoir texts.		In this lesson, students participate in a collaborative discussion of the selected class memoir text LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others..
Let's Express Our Understanding	After participating in literature circles, students will complete the discussion reflection handout.		After participating in literature circles, students will complete the discussion reflection handout.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students actively participate in a student lead discussion? ● Can students reflect on the discussion and set a reasonable goal for the next discussion? 		<ul style="list-style-type: none"> ● Can students actively participate in a student lead discussion? ● Can students reflect on the discussion and set a reasonable goal for the next discussion?
Text(s)	Independent reading memoirs		Memoirs selected by the teacher in order for the class to vote on one as a class read aloud.
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Discussion reflection handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of independent reading 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of "How to Write a Memoir".

- Literature circles discussion tracker
- Independent reading log handout
- Literature circles preparation guide handout
- Independent reading memoir
- Conversation stems

- memoirs
- Model use of Conversation stems
 - Use teacher talk moves for students having difficulty
 - Guiding questions

- Student Response Modes
- Adapting Lesson Plans
- Additional Supports for Diverse Learners specific for the unit and section.
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.6):
 - Suggested Supports and Scaffolds:
 - Squared paper to make cubes
 - Graphic Organizer (Venn Diagram)
 - Various informational Texts
 - Interactive White Board
 - Pictures, objects or tactile representations to illustrate the topic, events or details
 - Sentence strips that provide support for the authors point of view
 - Videos or story boards/cards of the story for visual supports
 - Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
 - Graphic organizers
 - Highlighted information within the text
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Clearly differentiated multiple-choice answers
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Dichotomous questions that allow for making a choice of correct versus incorrect answers

			<ul style="list-style-type: none"> • Simpler or shorter containing the same key information • Peer support, collaborative grouping

Lesson Overview

Lesson Number	<i>Lesson 12: Begin evaluating memoirs</i>	Modified Lesson Overview
Description	In this lesson, students continue to read their independent reading memoirs and begin evaluating them against Zinsser’s advice.	In this lesson, the teacher and students continue to read the selected memoir and begin evaluating it against Zinsser’s advice. LC.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Let’s Express Our Understanding	<p>After comparing your independent reading memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for understanding.</p> <ul style="list-style-type: none"> • <u>Standard 2a</u>: What are the central ideas of your independent reading memoir? How are they developed? • <u>Standard 2b</u>: Write a summary of a scene or chapter of your independent reading memoir. • <u>Standard 3</u>: How do the individuals, events, and ideas of your independent reading memoir interact with each other? 	<p>After comparing the class memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for understanding.</p> <ul style="list-style-type: none"> • <u>Standard 2a</u>: What are the central ideas of your independent reading memoir? How are they developed? • <u>Standard 2b</u>: Write a summary of a scene or chapter of your independent reading memoir. • <u>Standard 3</u>: How do the individuals, events, and ideas of your independent reading memoir interact with each other?

	<ul style="list-style-type: none"> ● <u>Standard 4</u>: Select a word or phrase from the text and explain how it is used in your independent reading memoir. ● <u>Standard 5</u>: How do the events of a chapter contribute to and develop the central ideas of the whole memoir? ● <u>Standard 6</u>: What is the author’s point of view or purpose in your independent reading memoir? How is the author’s point of view or purpose different from others? ● <u>Standard 7</u>: Compare and contrast the written memoir with an audio or video version of the memoir. How is seeing the author’s story different from reading the author’s story? ● <u>Standard 9</u>: Select an event or idea that is similar between your independent reading memoir and another unit text. What does each text have to say about that event or idea? How does each author create a unique text or comment on the event or idea? 	<ul style="list-style-type: none"> ● <u>Standard 4</u>: Select a word or phrase from the text and explain how it is used in your independent reading memoir. ● <u>Standard 5</u>: How do the events of a chapter contribute to and develop the central ideas of the whole memoir? ● <u>Standard 6</u>: What is the author’s point of view or purpose in your independent reading memoir? How is the author’s point of view or purpose different from others? ● <u>Standard 7</u>: Compare and contrast the written memoir with an audio or video version of the memoir. How is seeing the author’s story different from reading the author’s story? ● <u>Standard 9</u>: Select an event or idea that is similar between your independent reading memoir and another unit text. What does each text have to say about that event or idea? How does each author create a unique text or comment on the event or idea? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students demonstrate understanding of the text by responding to one of the questions for standards? ● Can students provide evidence to support their response? 	<ul style="list-style-type: none"> ● Can students demonstrate understanding of the text by responding to one of the questions for standards? ● Can students provide evidence to support their response? 	
Text(s)	Independent reading memoirs		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Quality criteria for memoir writing handout ● Independent reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of independent reading memoirs 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● <u>Student Response Modes</u>

	<p>handout</p> <ul style="list-style-type: none">• Conversation stems	<ul style="list-style-type: none">• Organizational frame handout• Paired/partner reading• Choral or echo reading	<ul style="list-style-type: none">• <u>Adapting Lesson Plans</u>• Additional Supports for Diverse Learners specific for the unit and section.• Vocabulary words and student-friendly definitions• Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.6)</u>:<ul style="list-style-type: none">○ Suggested Supports and Scaffolds:<ul style="list-style-type: none">• Squared paper to make cubes• Graphic Organizer (Venn Diagram)• Various informational Texts• Interactive White Board• Pictures, objects or tactile representations to illustrate the topic, events or details• Sentence strips that provide support for the authors point of view• Videos or story boards/cards of the story for visual supports• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)• Graphic organizers• Highlighted information within the text• Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Dichotomous questions that allow for making a choice of correct versus incorrect answers• Simpler or shorter containing the same key information
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			• Peer support, collaborative grouping

Section Overview		
Section Number	Section 3	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	<p>Students write a response to the question: “In this lesson, students write a multi-paragraph essay analyzing how Cisneros develops Rachel’s character in ‘Eleven.’ Students will discuss how ‘Eleven’ exemplifies Zinsser’s advice.”</p> <p>Culminating task connections: Students demonstrate their ability to use the quality criteria for memoir writing checklist to evaluate a writing against Zinsser’s advice. This prepares students to analyze their independent reading memoir’s use of Zinsser’s advice.</p> <p>Students also demonstrate their ability to develop a thesis statement, develop a response, integrate quotations using in-text citations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p>	<p>Students write a response to the question: “In this lesson, students list of events analyzing how Cisneros develops Rachel’s character in ‘Eleven.’ Students will discuss how ‘Eleven’ exemplifies Zinsser’s advice in a whole-class group discussion.</p> <p>Culminating task connections: Students demonstrate their ability to use the quality criteria for memoir writing checklist to evaluate a writing against Zinsser’s advice. This prepares students to analyze their class reading memoir’s use of Zinsser’s advice.</p> <p>Students also demonstrate their ability to identify a thesis statement, integrate quotations using in-text citations, and use conventions to produce clear writing. This prepares students to create a literary analysis.</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the text using the quality criteria for memoir writing checklist? ● How well does the student develop a multi-paragraph essay comparing “Eleven” to Zinsser’s advice? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use precise words, descriptive details, and sensory language to capture the action and convey experiences? ● How well does the student produce clear writing in which they develop and organize a writing relevant to the task? 	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the text using the quality criteria for memoir writing checklist? ● How well does the student develop a list comparing “Eleven” to Zinsser’s advice? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use precise words, descriptive details, and sensory language to capture the action and convey experiences? <ul style="list-style-type: none"> ○ How well does the student produce clear writing in which they develop and organize a writing relevant to the task?
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 version of Memoir ○ <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> <ul style="list-style-type: none"> ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.

			<ul style="list-style-type: none"> • Additional Supports for Diverse Learners specific for the unit and section. • English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text. • Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks. • Permanent Product/Writing rubric to set expectations as appropriate.
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 13: Read “Eleven”	Modified Lesson Overview
Description	In this lesson, students read “Eleven” by Sandra Cisneros and identify external and internal conflicts in the text.	In this lesson, students read “Eleven” by Sandra Cisneros and identify external and internal conflicts in the text. LC.RL.7.6 Compare and contrast the points of view of different characters in the same text.

Let's Express Our Understanding	Read "Eleven" by Sandra Cisneros, list the events that happen in the classroom and what happens in the narrator's mind.		Read "Eleven" by Sandra Cisneros, list the events that happen in the classroom and what happens in the narrator's mind.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify events that happened in the classroom? ● Can students identify events that happened in the narrator's mind? 		<ul style="list-style-type: none"> ● Can students identify events that happened in the classroom? ● Can students identify events that happened in the narrator's mind?
Text(s)	"Eleven" by Sandra Cisneros		"Eleven" by Sandra Cisneros
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Plot chart handout ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of "Eleven" ● Choral or echo reading ● Visual dictionary ● Model completing plot chart handout ● Teacher talk moves strategy guide ● Paired/partner reading 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of "Eleven". ● Original and adapted versions of "How to Write a Memoir" ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.6): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Sort cards ● Read aloud texts ● 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	Lesson 14: Analyze conflicts and character development in “Eleven”	Modified Lesson Overview
Description	In this lesson, students reread “Eleven” by Sandra Cisneros and analyze how the author develops internal and external conflicts and characters through the use of language.	In this lesson, students reread “Eleven” by Sandra Cisneros and analyze how the author develops internal and external conflicts and characters through the use of language. LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).

Let's Express Our Understanding	Copy and complete the stems in your reading log. <ul style="list-style-type: none"> ● Rachel is upset because... ● Rachel is upset, but... ● Rachel is upset, so... 		Copy and complete the stems in your reading log. <ul style="list-style-type: none"> ● Rachel is upset because... ● Rachel is upset, but... ● Rachel is upset, so...
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the internal conflicts in the story? ● Can students explain why Rachel is upset? 		<ul style="list-style-type: none"> ● Can students identify the internal conflicts in the story? ● Can students identify why Rachel is upset?
Text(s)	"Eleven" by Sandra Cisneros		"Eleven" by Sandra Cisneros
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Student discussion tracker ● Teacher discussion tracker ● Plot chart handout ● Reading log ● Conversation stems ● The Writing Revolution's Language Links for Memoir 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of "Eleven" ● Model making connections ● Guiding questions ● Answer frames ● Transitions learning tools 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of "Eleven". ● Original and adapted versions of "How to Write a Memoir" ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.3): <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

			<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 15: Analyze character development in “Eleven”	Modified Lesson Overview
Description	In this lesson, students read “Eleven” by Sandra Cisneros and identify external and internal conflicts in the text.	In this lesson, students read “Eleven” by Sandra Cisneros and identify external and internal conflicts in the text. LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).

Let's Express Our Understanding	Students will participate in a class discussion in response to the following question: What most upsets Rachel about the red sweater? Select one or more sentences from the text to support your opinion.		Students will participate in a class discussion in response to the following question: What most upsets Rachel about the red sweater? Select one or more sentences from the text to support your opinion.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Rachel's feelings about the sweater? ● Can students provide evidence such as details and examples from the text during a discussion? 		<ul style="list-style-type: none"> ● Can students identify Rachel's feelings about the sweater? ● Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	"Eleven" by Sandra Cisneros		"Eleven" by Sandra Cisneros
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Teacher talk moves strategy guide ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of "Eleven" ● Images of an onion, inside of a tree trunk, and nesting dolls ● Guiding questions ● Grammar mini lesson ● Script for group discussion 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of "Eleven". ● Original and adapted versions of "How to Write a Memoir" ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.3): <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	Lesson 16: Analyze voice in “Eleven”	Modified Lesson Overview
Description	In this lesson, students reread Zinsser’s advice about “voice” to analyze how Cisneros creates Rachel’s voice in “Eleven.” Students will review how to write a thesis statement for an expository essay.	In this lesson, students reread Zinsser’s advice about “voice” to analyze how Cisneros creates Rachel’s voice in “Eleven.” Students will review how to write a thesis statement for an expository

		<p>essay.</p> <p>LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</p> <p>LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	
Let's Express Our Understanding	Develop a specific thesis statement for the writing prompt. How does Sandra Cisneros develop Rachel's character in "Eleven"?	Develop a specific thesis statement for the writing prompt. How does Sandra Cisneros develop Rachel's character in "Eleven"?	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Rachel's reactions to the sweater event? ● Can students write a specific thesis statement for the writing prompt? 	<ul style="list-style-type: none"> ● Can students explain/identify Rachel's reactions to the sweater event? ● Can students write/choose a specific thesis statement for the writing prompt? 	
Text(s)	"Eleven" by Sandra Cisneros "How to Write a Memoir" by William Zinsser	"Eleven" by Sandra Cisneros "How to Write a Memoir" by William Zinsser	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Character voice development handout ● Reading log ● Teacher talk moves strategy guide ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of "Eleven" ● Model using conversation stems ● Guiding questions ● Script responses for discussion ● Model filling in the character voice development handout ● Teacher talk moves strategy guide 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of "Eleven". ● Original and adapted versions of "How to Write a Memoir" ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.3):

			<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 17: Write an analysis of character development in “Eleven”	Modified Lesson Overview

Description	In this lesson, students write a multi-paragraph essay analyzing how Cisneros develops Rachel’s character in “Eleven.” Students will discuss how “Eleven” exemplifies Zinsser’s advice.		In this lesson, students write a paragraph analyzing how Cisneros develops Rachel’s character in “Eleven.” Students will discuss how “Eleven” connects to Zinsser’s advice. LC.W.7.2a Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.
Let’s Express Our Understanding	Plan and write a rough draft in response to this question: How does Sandra Cisneros develop Rachel’s character in “Eleven”?		Plan and write a rough draft in response to this question: How does Sandra Cisneros develop Rachel’s character in “Eleven”?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Rachel’s character is developed? ● Can students provide evidence from the text in a multi-paragraph response? 		<ul style="list-style-type: none"> ● Can students explain/identify how Rachel’s character is developed? ● Can students provide evidence from the text in a paragraph response?
Text(s)	“Eleven” by Sandra Cisneros “How to Write a Memoir” by William Zinsser		“Eleven” by Sandra Cisneros “How to Write a Memoir” by William Zinsser
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log ● Character voice development handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of “Eleven” ● Organizational frame handout ● Evidence sentence starters learning tool ● Model the use of in-text citations ● Transitions learning tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “Eleven”. ● Original and adapted versions of “How to Write a Memoir” ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.3):

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| | | | <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 18: Use a mentor text for memoir writing		Modified Lesson Overview
Description	In this lesson, students apply Zinsser’s advice from “How to Write a Memoir” to write about vivid memories in preparation for the extension task.		In this lesson, students apply Zinsser’s advice from “How to Write a Memoir” to write about vivid memories in preparation for the extension task. LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text). LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Let’s Express Our Understanding	Write about a past event that is still vivid in your memory. Make sure the event has a beginning and an end. As needed, use your quality criteria for memoir writing handout to support you in your writing.		Write about a past event that is still vivid in your memory. Make sure the event has a beginning and an end. As needed, use your quality criteria for memoir writing handout to support you in your writing.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine stylistic elements and writing advice in “Eleven”? ● Can students use sensory language and descriptive details in their writing? 		<ul style="list-style-type: none"> ● Can students determine stylistic elements and writing advice in “Eleven”? ● Can students use sensory language and descriptive details in their writing?
Text(s)	“Eleven” by Sandra Cisneros “How to Write a Memoir” by William Zinsser		“Eleven” by Sandra Cisneros “How to Write a Memoir” by William Zinsser
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Quality criteria for memoir writing handout ● Teacher talk moves strategy handout ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of “Eleven” ● Guiding questions ● Mini-lesson for sensory language and descriptive details 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of “Eleven”. ● Original and adapted versions of “How to Write a Memoir” ● Student Response Modes ● Adapting Lesson Plans

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| | | | <ul style="list-style-type: none">• Additional Supports for Diverse Learners specific for the unit and section.• Vocabulary words and student-friendly definitions• Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RL.7.3):<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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Section Overview

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	<p>Students write a response to the question: “Is ‘Thank You, M’am’ a strong or a weak example of Zinsser’s advice about perspective? Use evidence from the text to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of Zinsser’s advice about perspective. This prepares students to analyze how if a writing follows Zinsser’s advice for memoir writing.</p> <p>Students also demonstrate their ability to, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the perspective from “Thank You M’am”? ● How well does the student analyze Zinsser’s advice on perspective from “How to Write a Memoir”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support an analysis of the text. ● How well does the student analyze relationships between characters to determine the universal truth of the text? 	<p>Students write a response to the question: “Is ‘Thank You, M’am’ a strong or a weak example of Zinsser’s advice about perspective? Use evidence from the text to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of Zinsser’s advice about perspective. This prepares students to analyze how if a writing follows Zinsser’s advice for memoir writing.</p> <p>Students also demonstrate their ability to, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the perspective from “Thank You M’am”? ● How well does the student analyze Zinsser’s advice on perspective from “How to Write a Memoir”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support an analysis of the text. ● How well does the student analyze relationships between characters to determine the universal truth of the text?

Section Length	3 Lessons		3 lessons
Additional Supports for Diverse Learners			<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ Original and adapted version of Memoir ● Louisiana Connectors ● Essential Elements Cards – Grades 6-8 Literature ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support <ul style="list-style-type: none"> ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● Additional Supports for Diverse Learners specific for the unit and section. ● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text. ● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks. ● Permanent Product/Writing rubric to set expectations as appropriate.
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 19: Analyze contrasts and contradictions in “Thank You M’am”		Modified Lesson Overview
Description	In this lesson, students read “Thank You M’am” by Langston Hughes. Students will learn how to recognize contrasts and contradictions to understand character development.		In this lesson, students read “Thank You M’am” by Langston Hughes. Students will learn how to recognize contrasts and contradictions to understand character development. LC.RL.7.6 Compare and contrast the points of view of different characters in the same text.
Let’s Express Our Understanding	Reread “Thank You, M’am” by Langston Hughes and take note of contrast and contradictions. Tag each contrast and contradiction with a sticky note and answer the question. Why would the character act that way?		Reread “Thank You, M’am” by Langston Hughes and take note of contrast and contradictions. Tag each contrast and contradiction with a sticky note and answer the question. Why would the character act that way?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine contrasts and contradictions in the story? ● Can students analyze the character to make inferences on why he/she acts the way they do? 		<ul style="list-style-type: none"> ● Can students identify contrasts and contradictions in the story? ● Can students analyze the character to make inferences on why he/she acts the way they do?
Text(s)	“Thank You, M’am” by Langston Hughes		“Thank You, M’am” by Langston Hughes
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Sticky notes ● Teacher talk moves strategy guide ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of “Thank You M’am” ● Choral or echo reading ● Guiding questions 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and Audio recording of “Thank You M’am” ● Student Response Modes ● Adapting Lesson Plans

	<ul style="list-style-type: none">● P 114 of <i>Notice and Note</i> (lesson on contrast and contradiction)	<ul style="list-style-type: none">● Explain contrast and contradiction	<ul style="list-style-type: none">● Additional Supports for Diverse Learners specific for the unit and section.● Vocabulary words and student-friendly definitions● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RL.7.6):<ul style="list-style-type: none">○ Suggested Supports and Scaffolds:<ul style="list-style-type: none">● Sort cards● Read aloud texts● 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 Overview		
Lesson Number	Lesson 20: Analyze how character actions develop theme	Modified Lesson Overview
Description	In this lesson, students will reread “Thank You, M’am” by Langston Hughes and analyze how the actions of the characters contribute to the development of a theme.	In this lesson, students will reread “Thank You, M’am” by Langston Hughes and determine how the actions of the characters contribute to the development of a theme. LC.RL.7.2a Determine the theme or central idea of a text. LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text. LC.RL.7.6 Compare and contrast the points of view of different characters in the same text.
Let’s Express Our Understanding	Answer the question in your reading log. <ul style="list-style-type: none"> ● What is the topic of “Thank You, M’am”? ● What does the text have to say about the topic? ● How does the character's actions develop this theme or idea? 	Answer the question in your reading log. <ul style="list-style-type: none"> ● What is the topic of “Thank You, M’am”? ● What does the text have to say about the topic? ● What does the character do to develop this theme or idea?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the universal truth revealed in the text? ● Can students discuss contrasts and contradictions in the text? 	<ul style="list-style-type: none"> ● Can students determine the universal truth revealed in the text? ● Can students discuss contrasts and contradictions in the text?
Text(s)	“Thank You, M’am” by Langston Hughes	“Thank You, M’am” by Langston Hughes

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky notes ● Post-reading questions handout ● Conversation stems ● Teacher talk moves strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of “Thank You M’am” ● Guiding questions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and Audio recording of “Thank You M’am” ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.6): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Sort cards ● Read aloud texts ● 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 21: Analyze point of view and evaluate text against criteria	Modified Lesson Overview
Description	In this lesson, students reread “Thank You, M’am” by Langston Hughes to analyze how Hughes develops the point of view of different characters. Students will analyze how Hughes incorporates both adult and child perspectives in “Thank You M’am.”	In this lesson, students reread “Thank You, M’am” by Langston Hughes to analyze how Hughes develops the point of view of different characters. Students will analyze how Hughes incorporates both adult and child perspectives in “Thank You M’am.” LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Let’s Express Our Understanding	Is “Thank You, M’am” a strong or a weak example of Zinsser’s advice about perspective? Use evidence from the text to support your response.	Is “Thank You, M’am” a strong or a weak example of Zinsser’s advice about perspective? Use evidence from the text to support your response.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the character’s perspectives in the text? ● Can students compare the text and Zinsser's advice? 	<ul style="list-style-type: none"> ● Can students explain/identify the character’s perspectives in the text? ● Can students compare the text and Zinsser's advice?

Text(s)	“Thank You, M’am” by Langston Hughes “How to Write a Memoir” by William Zinsser		“Thank You, M’am” by Langston Hughes “How to Write a Memoir” by William Zinsser
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Perspective handout ● Reading log ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of “Thank You M’am” ● Guiding questions 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Original, adapted versions and Audio recording of “Thank You M’am” ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.3): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters ● Blank timelines ● Various informational Texts ● Interactive White Board ● Peer support, collaborative grouping ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Repeated exposure to content and strategies ● Read aloud texts ● Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ● Graphic organizers ● Highlighted text ● Color coded text

			<ul style="list-style-type: none"> • Simpler or shorter text of the same content with the same key events or details



Section Overview

Section Number	Section 5	Modified Section Overview
Description	Memoir	<i>Optional section</i>
Assessment	<p>After comparing your independent reading memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for understanding.</p> <p>Culminating task connections: Students demonstrate their understanding of the quality criteria for memoir writing checklist by evaluating their memoirs to Zinsser’s advice. This prepares students to analyze if their memoir follows Zinsser’s advice for writing.</p>	<p>After comparing your independent reading memoir to your quality criteria for memoir writing handout, demonstrate your understanding of the text by responding to a standard for understanding.</p> <p>Culminating task connections: Students demonstrate their understanding of the quality criteria for memoir writing checklist by evaluating their memoirs to Zinsser’s advice. This prepares students to analyze if their memoir follows Zinsser’s advice for writing.</p>

	<p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing>. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze their memoirs and Zinsser’s advice for memoir writing? • How well does the student determine the meaning of unknown words? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine the meaning of words as they are used in a text? • How well does the student demonstrate preparation for literature circle discussion, by referring to evidence from the text, and reflect on the discussion? 	<p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing>. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze their memoirs and Zinsser’s advice for memoir writing? • How well does the student determine the meaning of unknown words? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student determine the meaning of words as they are used in a text? • How well does the student demonstrate preparation for literature circle discussion, by referring to evidence from the text, and reflect on the discussion?
Section Length	3 Lessons	
Additional Supports for Diverse Learners	Before the Section:	During the Section:
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 22: Prepare for literature circles	Modified Lesson Overview

Description	In this lesson, students analyze different aspects of their independent reading memoir in preparation for literature circles discussion.		Optional lesson
Let's Express Our Understanding	<p>Students will prepare for the literature circle discussion by completing the task for an assigned role.</p> <ul style="list-style-type: none"> ● Discussion Leader ● Diction Decoder ● Connector ● Story Mapper ● Headline Reporter 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide appropriate responses depending on their role for literature circles on the preparation handout? ● Can students provide evidence from the text to prepare for a discussion? 		
Text(s)	Independent reading memoir		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Literature circles preparation guide handout ● Independent reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of independent reading memoirs ● Paired/partner reading ● Choral or echo reading ● Guiding questions 	

Lesson Overview

Lesson Number	Lesson 23: Discuss memoirs in literature circles		Modified Lesson Overview
Description	In this lesson, students participate in a collaborative discussion of their independent reading memoir texts.		Optional lesson
Let's Express Our Understanding	After participating in literature circles, students will complete the discussion reflection handout.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students actively participate in a student lead discussion? ● Can students reflect on the discussion and set a reasonable goal for the next discussion? 		
Text(s)	Independent reading memoir		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Discussion reflection handout ● Literature circles discussion tracker ● Independent reading log handout ● Literature circles preparation guide handout ● Independent reading memoir ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of independent reading memoir ● Model use of Conversation stems ● Use teacher talk moves for students having difficulty ● Guiding questions 	

Lesson Overview

Lesson Number	Lesson 24: Continue evaluating memoirs	Modified Lesson Overview
Description	In this lesson, students continue to read their independent reading memoirs and begin evaluating them against Zinsser's advice.	
Let's Express Our Understanding	<p>After comparing your independent reading memoir to your quality criteria for memoir writing handout, demonstrate your understand of the text by responding to a standard for understanding.</p> <ul style="list-style-type: none">● <u>Standard 2a</u>: What are the central ideas of your independent reading memoir? How are they developed?● <u>Standard 2b</u>: Write a summary of a scene or chapter of your independent reading memoir.● <u>Standard 3</u>: How do the individuals, events, and ideas of your independent reading memoir interact with each other?● <u>Standard 4</u>: Select a word or phrase from the text and explain how it is used in your independent reading memoir.● <u>Standard 5</u>: How do the events of a chapter contribute to and develop the central ideas of the whole memoir?● <u>Standard 6</u>: What is the author's point of view or purpose in your independent reading memoir? How is the author's point of view or purpose different from others?● <u>Standard 7</u>: Compare and contrast the written memoir with an audio or video version of the memoir. How is seeing the author's story different from reading the author's story?● <u>Standard 9</u>: Select an event or idea that is similar between your independent reading memoir and another unit text. What does	

	each text have to say about that event or idea? How does each author create a unique text or comment on the event or idea?		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students demonstrate understanding of the text by responding to one of the questions for standards? • Can students provide evidence to support their response? 		
Text(s)	Independent reading memoir		
Materials	Lesson Materials: <ul style="list-style-type: none"> • Independent reading log handout • Quality criteria for memoir writing handout • Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Audio recording of independent reading memoir • Paired/partner reading • Choral or echo reading • Organizational frame handout • Shared writing 	

Section Overview

Section Number	Section 6	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	<p>Students write a response to the question: “How does ‘Oranges’ exemplify Zinsser’s advice to “think small”? Use evidence from the text to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of Zinsser’s advice to think small by analyzing the poem “Oranges” by Gary Soto. This prepares students to analyze a text using Zinsser’s advice.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the poem using Zinsser’s advice? ● How well does the student use appropriate evidence to support their response? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student select appropriate textual evidence to support a claim? ● How well does the student compare a literary text to ideas in an informational text? 	<p>Students create a claim/evidence chart in response to the question: “How does ‘Oranges’ exemplify Zinsser’s advice to “think small”? Use evidence from the text to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of Zinsser’s advice to think small by analyzing the poem “Oranges” by Gary Soto. This prepares students to analyze a text using Zinsser’s advice.</p> <p>Students also demonstrate their ability to identify a claim, provide text evidence, integrate quotations, and use conventions to produce clear writing. This prepares students to write a paragraph comparing how “Oranges” by Gary Soto uses Zinsser’s advice.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the poem using Zinsser’s advice? ● How well does the student use appropriate evidence to support their response? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student select appropriate textual evidence to support a claim? ● How well does the student compare a literary text to ideas in an informational text?
Section Length	3 Lessons	3 Lessons
Additional Supports for		Additional Supports for SWSCDs:

Diverse Learners

- Original and adapted version of Memoir
- Louisiana Connectors
- Essential Elements Cards – Grades 6-8 Literature
- Student Response Modes – ELA
- IEP Goals
- Assistive Technology
- English Language Arts Guidebook Reading Support

- Videos (e.g., Let’s Set the Context videos) or audio versions of the text.
- Additional Supports for Diverse Learners specific for the unit and section.
- English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.
- Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.
- Permanent Product/Writing rubric to set expectations as appropriate.

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 25: Analyze “Oranges”	Modified Lesson Overview
Description	In this lesson, students will read and annotate “Oranges” by Gary soto to analyze how the author uses vivid language to convey a theme.	In this lesson, students will read and annotate “Oranges” by Gary soto to analyze how the author uses vivid language to convey a theme. <i>LC.RL.7.2a Determine the theme or central idea of a text.</i> <i>LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text.</i>
Let’s Express Our Understanding	Identify a theme of “Oranges.” Locate at least one piece of evidence that shows how that theme is developed.	Identify a theme of “Oranges.” Locate at least one piece of evidence that shows how that theme is developed.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the theme of “Oranges”? ● Can students provide evidence from the text to support theme development? 	<ul style="list-style-type: none"> ● Can students identify the theme of “Oranges”? ● Can students provide evidence from the text to support theme development?
Text(s)	“Oranges” by Gary Soto	“Oranges” by Gary Soto
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● TP-CASTT handout ● Reading log ● Teacher talk moves strategy guide ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of “Oranges” ● Model paraphrasing ● Guiding questions <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Oranges.. ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.2):

			<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
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Lesson Overview		
Lesson Number	Lesson 26: Evaluate “Oranges” against criteria	Modified Lesson Overview
Description	In this lesson, students analyze how the poem, “Oranges,” illustrates Zinsser’s advice.	In this lesson, students analyze how the poem, “Oranges,” illustrates Zinsser’s advice. LC.RL.7.2a Determine the theme or central idea of a text. LC.RL.7.2b Analyze the development of the theme or central

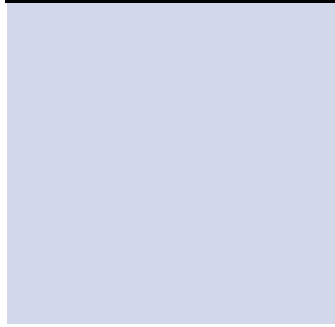
			idea over the course of the text.
Let's Express Our Understanding	How does "Oranges exemplify Zinsser's advice to "think small"? Use evidence from the text to support your response.		How does "Oranges exemplify Zinsser's advice to "think small"? Use evidence from the text to support your response.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain how "Oranges" is an example of thinking small? • Can students provide evidence to support their written response? 		<ul style="list-style-type: none"> • Can students explain how "Oranges" is an example of thinking small? • Can students provide evidence to support their written response?
Text(s)	"Oranges" by Gary Soto "How to Write a Memoir" by William Zinsser		"Oranges" by Gary Soto "How to Write a Memoir" by William Zinsser
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Reading log • Quality criteria for memoir writing handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Audio Recording of "Oranges" • Guiding questions • Evidence sentence starters • Transitions learning tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of "How to Write a Memoir" and "Oranges." • Student Response Modes • Adapting Lesson Plans • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.2): <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

			<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	Lesson 27: Summarize connections in “Short Memoirs: Six Little Words Can Be Revealing”	Modified Lesson Overview
Description	In this lesson, students read and summarize connections in “Short Memoirs: Six Little Words Can Be Revealing and use the examples to write their own six-word memoir. *Preview the short memoirs as some may be inappropriate for the grade level.*	In this lesson, students read and summarize connections in “Short Memoirs: Six Little Words Can Be Revealing and use the examples to write their own six-word memoir. *Preview the short memoirs as some may be inappropriate for the grade level.*

Let's Express Our Understanding	Think about a personal experience or event. Create your own six-word memoir using precise words and sensory language.		Think about a personal experience or event. Create your own six-word memoir using precise words and sensory language.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students summarize the six-word memoirs? • Can students connect Zinsser's advice, think small, to the quote from Hemingway? 		<ul style="list-style-type: none"> • Can students summarize the six-word memoirs? • Can students connect Zinsser's advice, think small, to the quote from Hemingway?
Text(s)	"Short Memoirs: Six Little Words Can Be Revealing" by Doug Mason		"Short Memoirs: Six Little Words Can Be Revealing" by Doug Mason
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Six-word memoirs: connections and purpose handout • Quality criteria for memoir writing handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Guiding questions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Written in Bone. • Student Response Modes • Adapting Lesson Plans • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various informational Texts • Interactive White Board • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers

			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • • Simpler or shorter text of the content



Section Overview		
Section Number	Section 7	Modified Section Overview
Description	Memoir	<i>Optional Section</i>
Assessment	<p>Students participate in a collaborative discussion of their independent reading memoir texts.</p> <p>Culminating task connections:</p>	<p>Students participate in a collaborative discussion of their independent reading memoir texts.</p> <p>Culminating task connections:</p>

	<p>Students participated in their final literature circle after completing their independent reading memoir. This prepares students to analyze their memoirs and advice for memoir writing.</p> <p>Students also demonstrate their ability to analyze the text and locate examples of contradictions to advice recorded on the quality criteria for memoir writing checklist. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student provide evidence to prepare for a discussion? • How well does the student analyze their independent reading memoirs? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student prepare for discussions? • How well does the student participate in a group discussion by following rules for discussions? 	<p>Students participated in their final literature circle after completing their independent reading memoir. This prepares students to analyze their memoirs and advice for memoir writing.</p> <p>Students also demonstrate their ability to analyze the text and locate examples of contradictions to advice recorded on the quality criteria for memoir writing checklist. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student provide evidence to prepare for a discussion? • How well does the student analyze their independent reading memoirs? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student prepare for discussions? • How well does the student participate in a group discussion by following rules for discussions?
Section Length	2 Lessons	0 lessons
Additional Supports for Diverse Learners	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview

Lesson Number	Lesson 28: Prepare for literature circles		Modified Lesson Overview
Description	In this lesson, students analyze different aspects of their independent reading memoir in preparation for literature circles discussion.		
Let's Express Our Understanding	<p>Students will prepare for the literature circle discussion by completing the task for an assigned role.</p> <ul style="list-style-type: none"> ● Discussion Leader ● Diction Decoder ● Connector ● Story Mapper ● Headline Reporter 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide appropriate responses depending on their role for literature circles on the preparation handout? ● Can students provide evidence from the text to prepare for a discussion? 		
Text(s)	Independent reading memoir		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Literature circles preparation guide handout ● Independent reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of independent reading memoirs ● Paired/partner reading ● Choral or echo reading ● Guiding questions 	

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 29: Discuss memoirs in literature circles	
Description	In this lesson, students participate in a collaborative discussion of their independent reading memoir texts.	
Let's Express Our Understanding	After participating in literature circles, students will complete the discussion reflection handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students actively participate in a student lead discussion? ● Can students reflect on the discussion and set a reasonable goal for the next discussion? 	
Text(s)	Independent reading memoir	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Discussion reflection handout ● Literature circles discussion tracker ● Independent reading log handout ● Literature circles preparation guide handout ● Independent reading memoir ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of independent reading memoir ● Model use of Conversation stems ● Use teacher talk moves for students having difficulty ● Guiding questions

Section Overview

Section Overview		
Section Number	Section 8	Modified Section Overview
Description	Memoir	Original and adapted version of Memoir
Assessment	<p>Students will write a multi-paragraph response to the Culminating Writing Task question, Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p> <p>Culminating task connections: Students demonstrate their understanding of the Zinsser’s advice for writing memoirs by writing a multi-paragraph response answering the question, Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p>	<p>Students will create permanent product in response to the Culminating Writing Task question. Does the memoir you read support or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p> <p>Culminating task connections: Students demonstrate their understanding of the Zinsser’s advice for writing memoirs by writing a paragraph using because, but, so sentences in response answering the question, Does the memoir you read support or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p>

	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the advice from Zinsser and their independent reading memoir? • How well does the student use evidence to support their response? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate direct quotations while maintaining the flow of ideas to develop and support explanations? • How well does the student use grade-appropriate grammar and conventions of standard English to write a multi-paragraph response? 	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student compare the advice from Zinsser and their independent reading memoir? • How well does the student use evidence to support their response? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student integrate direct quotations while maintaining the flow of ideas to develop and support explanations? • How well does the student use grade-appropriate grammar and conventions of standard English to write a paragraph response?
Section Length	4 Lessons	4 Lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ○ adapted version of Memoir ○ Louisiana Connectors ○ Essential Elements Cards – Grades 6-8 Literature ○ Student Response Modes – ELA ○ IEP Goals ○ Assistive Technology ○ English Language Arts Guidebook Reading Support

			<ul style="list-style-type: none"> ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● Additional Supports for Diverse Learners specific for the unit and section. ● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text. ● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks. ● Permanent Product/Writing rubric to set expectations as appropriate.
	<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 30: Begin the writing process	Modified Lesson Overview
Description	In this lesson, students will begin the culminating writing task by starting the writing process to answer the question: Does the memoir you read support or contradict Zinsser’s advice for writing a memoir in “How to Writing a Memoir”?	In this lesson, students will begin the culminating writing task by starting the writing process to answer the question: Does the memoir we read as a class support or contradict Zinsser’s advice for writing a memoir in “How to Writing a Memoir”?

		<p>LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p> <p>LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</p> <p>LC.W.7.1a Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.</p> <p>LC.W.7.1b Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p>LC.W.7.1c Support the claim with logical reasoning and relevant evidence from credible sources.</p> <p>LC.W.7.1d Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.</p> <p>LC.W.7.1e Maintain a consistent style and voice.</p> <p>LC.W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>
Let's Express Our Understanding	What are some ways the author supported or contradicted Zinsser's advice in your memoir? Provided reasons and evidence from the text to support your evaluation.	What are some ways the author supported or contradicted Zinsser's advice in your memoir? Provided reasons and evidence from the text to support your evaluation.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain ways their independent reading memoir supports or contradicts Zinsser's advice? • Can students provide evidence from the text to support their response? 	<ul style="list-style-type: none"> • Can students explain ways their independent reading memoir supports or contradicts Zinsser's advice? • Can students provide evidence from the text to support their response?
Text(s)	"How to Write a Memoir" by William Zinsser Independent reading memoir	"How to Write a Memoir" by William Zinsser Teacher read memoir

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating writing task directions handout (2 versions are available) ● LAT and RST Scoring Rubric ● Evaluation handout ● Reading log ● Quality criteria for memoir writing handout ● Teacher talk moves strategy guide ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Second version of culminating writing task with additional supports ● Model paraphrasing the writing prompt ● Student-friendly definitions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of “How to Write a Memoir”. ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Graphic Organizers (Data Chart) ● Sorting cards for Signal Word Sort ● Various informational Texts ● Interactive White Board ● Highlighted information ● A list of signal words for reference (e.g., first, next, after, before, last) ● Peer support, collaborative grouping ● Clearly differentiated multiple-choice answers ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Dichotomous questions that allow for making a choice of correct versus incorrect answers ● Simpler or shorter text of the content

Lesson Overview

Lesson Number	Lesson 31: Write the first draft	Modified Lesson Overview
Description	<p>In this lesson, students continue the writing process to answer the question: Does the memoir you read support or contradict Zinsser's advice for writing a memoir in "How to Writing a Memoir"?</p>	<p>In this lesson, students continue the writing process to answer the question: Does the memoir you read support or contradict Zinsser's advice for writing a memoir in "How to Writing a Memoir"?</p> <p>LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p> <p>LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</p> <p>LC.W.7.1a Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.</p> <p>LC.W.7.1b Create an organizational structure in which ideas are logically grouped to support the claim.</p> <p>LC.W.7.1c Support the claim with logical reasoning and relevant evidence from credible sources.</p> <p>LC.W.7.1d Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.</p> <p>LC.W.7.1e Maintain a consistent style and voice.</p> <p>LC.W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>

Let's Express Our Understanding	Write a draft response to the culminating writing task prompt. Does the memoir you read support and/or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?		Write a draft response to the culminating writing task prompt. Does the memoir you read support and/or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain if their memoir supports or contradicts Zinsser's advice for memoir writing? • Can students provide evidence such as details and examples from the text to support their response? 		<ul style="list-style-type: none"> • Can students explain if their memoir supports or contradicts Zinsser's advice for memoir writing? • Can students provide evidence such as details and examples from the text to support their response?
Text(s)	"How to Write a Memoir" by William Zinsser Independent reading memoir		"How to Write a Memoir" by William Zinsser Independent reading memoir
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating writing task directions handout • LAT and RST Scoring Rubric • Evaluation handout • Notes from the unit 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Second version of culminating writing task with additional supports 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of "How to Write a Memoir". • Student Response Modes • Adapting Lesson Plans • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various informational Texts • Interactive White Board • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping

			<ul style="list-style-type: none"> • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • • Simpler or shorter text of the content

Lesson Overview

Lesson Number	Lesson 32: Revise the first draft	Modified Lesson Overview
Description	In this lesson, students continue the writing process, by revising their response to the question: Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?	<p>In this lesson, students continue the writing process, by revising their response to the question: Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p> <p>LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p> <p>LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</p> <p>LC.W.7.1a Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.</p> <p>LC.W.7.1b Create an organizational structure in which ideas are</p>

		<p>logically grouped to support the claim.</p> <p>LC.W.7.1c Support the claim with logical reasoning and relevant evidence from credible sources.</p> <p>LC.W.7.1d Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.</p> <p>LC.W.7.1e Maintain a consistent style and voice.</p> <p>LC.W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>	
Let's Express Our Understanding	Students revise their essay answering the question: Does the memoir you read support and/or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?	Students revise their essay answering the question: Does the memoir you read support and/or contradict Zinsser's advice for writing a memoir in "How to Write a Memoir"?	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify focus area of their thesis statement and where it is addressed in the body paragraphs? ● Can students provide evidence such as details and examples from the text to support their response? 	<ul style="list-style-type: none"> ● Can students identify focus area of their thesis statement and where it is addressed in the body paragraphs? ● Can students provide evidence such as details and examples from the text to support their response? 	
Text(s)	"How to Write a Memoir" by William Zinsser Independent reading memoir	"How to Write a Memoir" by William Zinsser Independent reading memoir	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Highlighters (three colors) ● Culminating writing task directions handout ● First draft of the essay ● Writing example for revision handout ● Evaluation handout ● Notes from the unit 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Second version of culminating writing task with additional supports ● Model using direct quotations ● Evidence stem starters learning tool ● Organizational frame handout ● Transitions learning tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of "How to Write a Memoir". ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners specific for the unit and section. ● Vocabulary words and student-friendly definitions

	<ul style="list-style-type: none"> ● Conversation stems ● Teacher talk moves strategy guide ● LAT and RST Scoring Rubric 		<ul style="list-style-type: none"> ● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.5)</u>: <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> ● Graphic Organizers (Data Chart) ● Sorting cards for Signal Word Sort ● Various informational Texts ● Interactive White Board ● Highlighted information ● A list of signal words for reference (e.g., first, next, after, before, last) ● Peer support, collaborative grouping ● Clearly differentiated multiple-choice answers ● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ● Dichotomous questions that allow for making a choice of correct versus incorrect answers ● Simpler or shorter text of the content

Lesson Overview		
Lesson Number	Lesson 33: Complete final draft	Modified Lesson Overview
Description	In this lesson, students will complete their final drafts of their essays by editing a publishing their essay to answer the question: Does the	In this lesson, students will complete their final drafts of their essays by editing a publishing their essay to answer the

	<p>memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p>	<p>question: Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”? LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts. LC.RI.7.9b Compare/contrast how two or more authors write about the same topic. LC.W.7.1a Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims. LC.W.7.1b Create an organizational structure in which ideas are logically grouped to support the claim. LC.W.7.1c Support the claim with logical reasoning and relevant evidence from credible sources. LC.W.7.1d Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas. LC.W.7.1e Maintain a consistent style and voice. LC.W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Let’s Express Our Understanding</p>	<p>Write the final draft, for the Culminating Writing Task, to answer the question: Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p>	<p>Write the final draft, for the Culminating Writing Task, to answer the question: Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in “How to Write a Memoir”?</p>
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain if their independent reading memoir supports or contradicts Zinsser’s advice for writing a memoir? ● Can students provide evidence to support their response? 	<ul style="list-style-type: none"> ● Can students explain if their independent reading memoir supports or contradicts Zinsser’s advice for writing a memoir?

		<ul style="list-style-type: none"> • Can students provide evidence to support their response?
Text(s)	<p>“How to Write a Memoir” by William Zinsser Independent reading memoir</p>	<p>“How to Write a Memoir” by William Zinsser Independent reading memoir</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating writing task directions handout • Revised draft of the essay • Grammar Guide • Language Links-The Writing Revolution • Language Tasks-Mentor Sentences • Mentor sentence approach • LAT and RST Scoring Rubric 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Second version of culminating writing task with additional supports • Mini-lesson on <ul style="list-style-type: none"> ○ Grammar Guide ○ Language Links-The Writing Revolution ○ Language Tasks-Mentor Sentences ○ Mentor sentence approach
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of “How to Write a Memoir”. • <u>Student Response Modes</u> • <u>Adapting Lesson Plans</u> • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.5)</u>: <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various informational Texts • Interactive White Board • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content 	

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	Memoir	<i>Optional section</i>
Assessment	<p>Students write a final draft that:</p> <ul style="list-style-type: none"> establishes a point of view, introduce characters, and organize events in a logical sequence uses narrative techniques, such as dialogue and sensory language reveals a “universal truth” <p>Culminating task connections: Students completed the culminating writing task in a previous section.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student relay information in a narrative writing task? How well does the student follow advice for memoir writing from the unit to create a personal memoir? 	<p>Students write a final draft that:</p> <ul style="list-style-type: none"> establishes a point of view, introduce characters, and organize events in a logical sequence uses narrative techniques, such as dialogue and sensory language reveals a “universal truth” <p>Culminating task connections: Students completed the culminating writing task in a previous section.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student relay information in a narrative writing task? How well does the student follow advice for memoir

	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student vary sentence structure and use dialogue, descriptive details, and sensory language in a narrative writing task? • How well does the student use the conventions of Standard English grammar when writing a narrative task? 	<p>writing from the unit to create a personal memoir?</p> <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student vary sentence structure and use dialogue, descriptive details, and sensory language in a narrative writing task? • How well does the student use the conventions of Standard English grammar when writing a narrative task?
Section Length	7 lessons	0 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:
	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 34: Record writing advice from Rick Riordan	Modified Lesson Overview
Description	In this lesson, students read advice from professional writer, Rick Riordan, in order to prepare to write a memoir based on a real and appropriate personal experience using techniques outlined by Zinsser, Riordan, and Strunk and White. Students will work with a group to analyze an assigned portion of “Advice for Writers” by Rick Riordan.	Optional lesson

Let's Express Our Understanding	<p>Complete the first row of the lessons learned chart on your extension task directions handout. Use your jigsaw directions handout to help you complete the chart. Leave the second row blank.</p> <p>“Writers are the custodians of memory.” What does William Zinsser mean by this statement? How does this apply to the “coming-of-age” literature read in this unit? Considering all of the advice from the professional writers in this unit, what lessons have you learned about your voice and style in writing?</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify tips to improving writing given by Riordan? • Can students identify the lesson they learned about their own style and voice in writing? 	
Text(s)	“Advice for Writers” by Rick Riordan	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Jigsaw directions handout • Extension task directions 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> •

Lesson Overview		
Lesson Number	Lesson 35: Read Chapter V from <i>The Elements of Style</i>	Modified Lesson Overview
Description	In this lesson, students read advice from “Chapter V: An Approach to Style” from the style manual <i>Elements of Style</i> in order to prepare to write a memoir based on a real and appropriate personal experience	Optional lesson

	using the techniques outlined by Zinsser, Riordan, and Strunk and White.	
Let's Express Our Understanding	<ul style="list-style-type: none"> How do the authors describe a writer's style? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain quotations from Chapter V from <i>The Elements of Style</i>? Can students identify conjunctions and what they mean in the sentences? 	
Text(s)	Chapter V from <i>The Elements of Style</i> paragraphs 1-4 and paragraphs 12-13	
Materials	Lesson Materials: <ul style="list-style-type: none"> Teacher talk moves strategy guide Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Student-friendly definition for difficult words Transitions learning tool Guiding questions

Lesson Overview		
Lesson Number	Lesson 36: Identify writing style advice	Modified Lesson Overview
Description	In this lesson, students begin the process, for the extension task, of writing a memoir based on a real and appropriate personal experience using the techniques outlined in the unit.	In this lesson, students begin the process, for the extension task, of writing a memoir based on a real and appropriate personal experience using the techniques outlined in the unit.
Let's Express Our Understanding	Students will read the extension task directions, reread the last four paragraphs of "How to Write a Memoir," and the experiences they have	Students will read the extension task directions, reread the last four paragraphs of "How to Write a Memoir," and the

	written about throughout the unit to select an experience to complete the extension task.	experiences they have written about throughout the unit to select an experience to complete the extension task. LC.RI.7.5a Use signal words as a means of locating information. LC.RI.7.5b Outline a given text to show how ideas build upon one another. LC.RI.7.5c Determine the structure of a text. LC.RI.7.5d Determine how the information in each section contributes to the whole or to the development of ideas.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students express their understanding of the extension task by paraphrasing the directions? • Can students select a particular experience for their memoir appropriate to the task? 	<ul style="list-style-type: none"> • Can students express their understanding of the extension task by paraphrasing the directions? • Can students select a particular experience for their memoir appropriate to the task? 	
Text(s)	Chapter V from <i>The Elements of Style</i>	Chapter V from <i>The Elements of Style</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Extension task • Experience writings (student writings) • Quality criteria for memoir writing handout • Reading log • Teacher talk moves • Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Model paraphrasing the prompt • Student-friendly definitions • Examples of experiences • Visual dictionary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of Written in Bone. • Student Response Modes • Adapting Lesson Plans • Additional Supports for Diverse Learners specific for the unit and section. • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 6-8 Informational Text (LC.RI.7.5): <ul style="list-style-type: none"> ○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various informational Texts • Interactive White Board • Highlighted information

			<ul style="list-style-type: none"> • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content

Lesson Overview		
Lesson Number	Lesson 37: Begin writing a memoir	Modified Lesson Overview
Description	In this lesson, students begin the writing process for their memoir based on a real and appropriate personal experience using techniques outlined in the unit.	Optional lesson
Let's Express Our Understanding	<p>Students will use a brainstorming handout to focus ideas before writing their memoir.</p> <ul style="list-style-type: none"> • Indicate a logical sequence of events • Begin describing the main characters • Construct phrases for important details and sensory images • Describe the important emotions of the memoir 	

	<ul style="list-style-type: none"> Identify a universal truth 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students organize their ideas using a brainstorming handout? Can students identify a universal truth for their experience? 	
Text(s)	none	
Materials	Lesson Materials: <ul style="list-style-type: none"> Brainstorming handout Extension task directions handout Narrative rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Small group instruction to complete the task

Lesson Overview		
Lesson Number	Lesson 38: Write a first draft of a memoir	Modified Lesson Overview
Description	In this lesson, students continue the writing process to write a first draft of a memoir based on a real and appropriate personal experience using the techniques outlined in the unit.	Optional lesson

Let's Express Our Understanding	Students will write the first draft of their memoir using the advice of the unit and establish a point of view, introduce characters, and organize your memoir in a logical sequence. Students will add dialogue, sensory language, and reveal "a universal truth."		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write a personal narrative using advice from the unit? ● Can students use standard conventions to produce a well organized memoir? 		
Text(s)	none		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Brainstorming handout ● Extension task directions ● Quality criteria for memoir writing handout ● Narrative rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Small group instruction to complete the task ● Mini-lesson for sensory language and descriptive details 	

Lesson Overview

Lesson Number	Lesson 39: Revise a memoir		Modified Lesson Overview
Description	In this lesson, students continue the writing process to write a memoir based on a real and appropriate personal experience using techniques outlined in the unit.		Optional lesson
Let's Express Our Understanding	How does adding dialogue and sensory language and varying the sentences add interest to this paragraph? After students answer this question, they will revise their essays to include dialogue, sensory language, and/or vary their sentence structure.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students revise their essay using peer feedback and include sensory language and varying sentence types? ● Can students follow rules for dialogue and add dialogue to their writing? 		
Text(s)	none		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● First draft ● Conversation stems ● Extension task exemplar response ● Teacher talk moves strategy guide ● Narrative rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Guiding questions ● Language Links-The Writing Revolution ● Transitions learning tool 	

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 40	
Description	In this lesson, students complete their final drafts of a memoir based on a real and appropriate personal experience using the techniques outlined in the unit.	
Let's Express Our Understanding	<p>Write your final draft. Ensure you:</p> <ul style="list-style-type: none"> ● establish a point of view, introduce characters, and organize events in a logical sequence ● use narrative techniques, such as dialogue and sensory language ● reveal a “universal truth” 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students demonstrate their writing ability by publishing a memoir? ● Can students follow standard conventions to produce a grade-appropriate memoir? 	
Text(s)	none	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised draft of memoir ● Narrative rubric ● Grammar guide ● Language Links: The Writing Revolution ● Language Tasks: Mentor Sentences ● Mentor sentence approach 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Mini-lessons for <ul style="list-style-type: none"> ○ Language Links: The Writing Revolution ○ Language Tasks: Mentor Sentences ○ Mentor sentence approach
Modified Lesson Overview		

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Section Overview		
Section Number	10	Modified Section Overview
Description	Memoir	<i>Optional Section</i>
Assessment	<p>Students write a response to the question: Throughout the story “Seventh Grade” by Gary Soto, Victor learns many things about himself as a result of the interactions he ha with other characters. Write a multi-paragraph essay that examines the ways in which both Teresa and Mr. Bueller help Victor become more confident in himself and excited about his seventh grade year. Be sure to include an introduction, effective transitions, textual evidence to support your claims, and a conclusion. Cite evidence from the passage to support your response. Be sure to observe the conventions of standard English.</p> <p>Culminating task connections: Student completed the culminating writing task in a previous section.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Victor and other characters? ● How well does the student analyze the change in Victor due to 	<p>Students write a response to the question: Throughout the story “Seventh Grade” by Gary Soto, Victor learns many things about himself as a result of the interactions he ha with other characters. Write a multi-paragraph essay that examines the ways in which both Teresa and Mr. Bueller help Victor become more confident in himself and excited about his seventh grade year. Be sure to include an introduction, effective transitions, textual evidence to support your claims, and a conclusion. Cite evidence from the passage to support your response. Be sure to observe the conventions of standard English.</p> <p>Culminating task connections: Student completed the culminating writing task in a previous section.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and

	<p>the interactions with other characters?</p> <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student produce clear and coherent writing, appropriate to the task? • How well does the student analyze interactions between individuals in a text? 	<p>relationship between Victor and other characters?</p> <ul style="list-style-type: none"> • How well does the student analyze the change in Victor due to the interactions with other characters? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student produce clear and coherent writing, appropriate to the task? • How well does the student analyze interactions between individuals in a text?
Section Length	2 lessons	0 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:
	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 41: Read, understand, and express understanding of a new text	Modified Lesson Overview
Description	In this lesson, students are given approximately 35 minutes to read “Seventh Grade” and respond to 5 multiple-choice questions to demonstrate their ability to read, understand, and express understanding of a new text.	Optional Lesson

Let's Express Our Understanding	<ul style="list-style-type: none"> ● Read this sentence from the passage. "He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him." <ul style="list-style-type: none"> ○ What is implied by the word sheepishly? ● Which of the following statements best describes Victor's interactions with Michael? ● What is the relationship between Victor and his French teacher, Mr. Bueller? ● Which of the following best states the theme of the story "Seventh Grade"? ● Read this sentence from the passage. "The Rosebuds of shame on his face became bouquets of love." <ul style="list-style-type: none"> ○ Which of the following statements best explains the meaning of this use of figurative languages? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the meaning of words or phrases as they are used in the text? ● Can students determine the theme of a text? 	
Text(s)	"Seventh Grade" by Gary Soto	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold-read task items ● Cold-read task answer sheet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of "Seventh Grade" ● Allowed accommodations

Lesson Overview

Lesson Number	Lesson 42: Read, understand, and express understanding of a new text		Modified Lesson Overview
Description	In this lesson, students are given approximately 40 minutes to read “Seventh Grade” and write a multi-paragraph response to a writing prompt to demonstrate their ability to read, understand, and express understanding of a new text.		<i>Optional lesson</i>
Let’s Express Our Understanding	Throughout the story “Seventh Grade” by Gary Soto, Victor learns many things about himself as a result of the interactions he has with other characters. Write a multi-paragraph essay that examines the ways in which both Teresa and Mr. Bueller help Victor become more confident in himself and excited about his seventh grade year. Be sure to include an introduction, effective transitions, textual evidence to support your claims, and a conclusion. Cite evidence from the passage to support your response. Be sure to observe the conventions of standard English.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how interactions with other characters affected Victor? ● Can students provide evidence from the text to support their explanation? 		
Text(s)	“Seventh Grade” by Gary Soto		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Cold-read task answer sheet ● Grades 6-8 LAT and RST Scoring Rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio Recording of “Seventh Grade” ● Allowed accommodations 	