

## Grade 7 – *The Giver*

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



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

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

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

*Happy piloting!*

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

[\*ELA Companion Resources Survey\*](#)

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

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

## Grade 7, Unit 3 – *The Giver*

### SWSCD Companion Resources for ELA Guidebook

Unit Overview		
Grade	Seventh	Modified Unit Overview
Guidebook Text	<i>The Giver</i>	Original and adapted versions of <i>The Giver</i>
Unit Description	We will read <i>The Giver</i> by Lois Lowry, other dystopian texts, and the Preamble to the U.S. Constitution to explore the question: is sameness and perfection worth the sacrifice of choice? We will express our understanding through an essay that analyzes how a theme is developed through a character’s changing perspective due to new experiences.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>The Giver</i> by Lois Lowry to explore the question: <i>Is sameness and perfection worth sacrificing choice?</i> To address this question, students will create a permanent product to demonstrate how Jonas’ experiences develop a theme over the course of <i>The Giver</i> .
Essential Question	<i>Is sameness and perfection worth sacrificing choice?</i>	<i>Is sameness and perfection worth sacrificing choice?</i>
Culminating Task	<p>How do Jonas’ experiences develop a theme over the course of <i>The Giver</i>? To answer this question:</p> <ul style="list-style-type: none"> <li>● Identify key events in <i>The Giver</i> and Jonas’ reaction to or opinion of them.</li> <li>● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?).</li> <li>● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events.</li> <li>● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the</li> </ul>	<p>Create a permanent product to demonstrate how Jonas’ experiences develop a theme over the course of <i>The Giver</i>. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Match key events and interactions with characters from the beginning, middle, and end of the story to Jonas’ reaction or feeling.</li> <li>● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters view the setting, characters, and events at the beginning, middle, and end of the story.</li> <li>● Identify a theme of <i>The Giver</i>.</li> <li>● Using responses to the activities above, identify evidence from the text that support the theme.</li> </ul> <p>Create a permanent product to support a claim based on the identified theme of <i>The Giver</i>. Be sure to support your claim with</p>

	<p>course of the novel? What causes Jonas' interactions or reactions to change?).</p> <ul style="list-style-type: none"> <li>● Determine a theme of <i>The Giver</i> based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text.</li> <li>● Locate evidence that supports the development of a theme of <i>The Giver</i>.</li> </ul> <p>Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.</p>	<p>reasons and evidence from the text and include a conclusion.</p> <p><b>LC.RL.7.2a</b> Determine the theme or central idea of a text.</p> <p><b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</p>
Sections & Lessons	<i>11 sections, 46 lessons total</i>	<i>7 sections, 19 lessons total</i>

## Assessment Overview

Guidebook Assessment		Modified Assessment Overview	
<p>Culminating Writing Task</p>	<p>How do Jonas’ experiences develop a theme over the course of <i>The Giver</i>? To answer this question:</p> <ul style="list-style-type: none"> <li>● Identify key events in <i>The Giver</i> and Jonas’ reaction to or opinion of them.</li> <li>● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?).</li> <li>● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events.</li> <li>● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas’ interactions or reactions to change?).</li> <li>● Determine a theme of <i>The Giver</i> based on these elements. First,</li> </ul>	<ul style="list-style-type: none"> <li>● Culminating Writing Task directions</li> <li>● Exemplar Student Response</li> <li>● Grades 6-8 Writing Rubric</li> </ul>	<p>Create a permanent product to demonstrate how Jonas’ experiences develop a theme over the course of <i>The Giver</i>. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Match key events and interactions with characters from the beginning, middle, and end of the story to Jonas’ reaction or feeling.</li> <li>● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters view the setting, characters, and events at the beginning, middle, and end of the story.</li> <li>● Identify a theme of <i>The Giver</i>.</li> <li>● Using responses to the activities above, identify evidence from the text that support the theme.</li> </ul> <p>Create a permanent product to support a claim based on the identified theme of <i>The Giver</i>. Be sure to support your claim with reasons and evidence from the text and include a conclusion.</p> <p><b>LAC.RL.7.2a</b> Determine the theme or central idea of a text.</p> <p><b>LAC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</p>

	<p>identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text.</p> <ul style="list-style-type: none"> <li>● Locate evidence that supports the development of a theme of <i>The Giver</i>.</li> </ul> <p>Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.</p>		
Cold-Read Task	<p>Students read “The Road Not Taken” and Lois Lowry’s “Newbery Acceptance Speech, June 1994.” Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer Key</li> <li>● Answer Sheet</li> <li>● Grades 6-8 Writing Rubric</li> </ul>	<u>Task is optional</u>
Extension Task	<p>Students independently read another dystopian novel of their choice. Then students write an essay comparing and contrasting a theme of their choice novel with a theme of <i>The Giver</i>. Students also deliver a multimedia presentation of their essay.</p>	<ul style="list-style-type: none"> <li>● Extension Task Directions</li> <li>● Exemplar Student Response</li> </ul>	<u>Task is optional</u>

- Multimedia Presentation Rubric

### Section Overview

Section Number	Section 1	SWSCD Section Focus
Description	<i>The Giver</i>	Original and adapted versions of <i>The Giver</i>
Assessment	<p>Students write a paragraph in which they make a prediction about the central ideas or themes of <i>The Giver</i>.</p> <p><b>Culminating task connections:</b></p> <p>After reading two chapters from <i>The Giver</i> and the Preamble to the U.S. Constitution, students make predictions of a central idea or theme for <i>The Giver</i>. This prepares students to analyze the developing theme of <i>The Giver</i>.</p> <p>Students also demonstrate their ability to provide relevant textual evidence to support their central idea or theme of the text and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student understand Jonas' community?</li> <li>• How well does the student compare and contrast Jonas' community with their own community?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students write a paragraph in which they make a prediction about the central ideas or themes of <i>The Giver</i>.</p> <p><b>Culminating task connections:</b></p> <p>After previewing setting and characters and reading the first two chapters:</p> <ul style="list-style-type: none"> <li>• students match Jonas' reaction or thoughts to key events and interactions with other characters and then</li> <li>• make predictions of a central idea or theme of <i>The Giver</i>.</li> </ul> <p>As students continue to match Jonas' reaction to key events and interactions with other characters across the book, it prepares students to analyze the developing theme of <i>The Giver</i>.</p> <p>After reading two chapters from <i>The Giver</i> and the Preamble to the U.S. Constitution, students make predictions of a central idea or theme for <i>The Giver</i>. This prepares students to analyze the developing theme of <i>The Giver</i>.</p> <p>Students also demonstrate their ability to provide relevant textual evidence to support their central idea or theme of the text and use basic conventions including capitals, end punctuation, subject/verb</p>

	<ul style="list-style-type: none"> <li>• How well does the student gather and organize relevant evidence to demonstrate understanding of text?</li> <li>• How well does the student determine the theme of a text?</li> </ul>	<p>agreement, and complete sentences to produce clear writing. This prepares students to write a multi-paragraph essay.</p> <p><b>Reading/Knowledge Look Fors</b></p> <ul style="list-style-type: none"> <li>• How well does the student understand the term “community”?</li> <li>• How well does the student understand Jonas’ community?</li> <li>• How well does the student compare and contrast Jonas’ community with their own community?</li> <li>• How well does the student understand Jonas’ community?</li> <li>• How well does the student compare and contrast Jonas’ community with their own community?</li> </ul> <p><b>Writing/ELA Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify Jonas’ reactions or thoughts?</li> <li>• How well does the student match Jonas’ reactions or thoughts to key events and interaction with other characters?</li> <li>• How well does the student determine a theme of a text?</li> <li>• How well does the student gather and organize relevant evidence to demonstrate understanding of text?</li> <li>• How well does the student determine the theme of a text?</li> </ul>	
Section Length	3 lessons	2 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>• Support for Foundational Skills <ul style="list-style-type: none"> <li>○ Use related supports from the Supports</li> </ul> </li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>• Support for Language <ul style="list-style-type: none"> <li>○ Language Links for Lessons 1 and 2</li> </ul> </li> <li>• Support for Knowledge</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• <i>The Giver</i> and adapted version</li> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Video 2 of <i>The Giver: Let’s Set the Context Videos</i></li> <li>• <u>Louisiana Connectors</u></li> </ul>

	<p style="text-align: center;">Flow Chart</p> <ul style="list-style-type: none"> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ “Harrison Bergeron”</li> </ul> </li> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Let’s Set the Context! video “<u>Utopian and Dystopian Societies</u>”</li> </ul> </li> </ul>	<p style="text-align: center;">Demands</p> <ul style="list-style-type: none"> <li>○ Lesson 3: Let’s Set the Context! video “Values and Rights in a Constitution”</li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text-dependent questions for Lesson 1 and 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u></li> <li>● Student Response Modes – <u>ELA</u></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners –Section 01 of Grade 07 <i>The Giver</i></li> <li>● <u>English Language Arts Guidebook Reading Support</u></li> <li>● Word lists (e.g., passage-specific words and high frequency words)</li> <li>● Performance Product/Writing rubric</li> <li>● <b>Writing rubric/criteria for development and evaluation of a response</b></li> </ul>
<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			



## Lesson Overview

Lesson Number	Lesson 1: Examine word connotations and analyze setting		SWSCD Lesson Focus
Description	In this lesson, students will begin reading chapter 1 of <i>The Giver</i> , determine the meaning of words using context and their connotations, and analyze the text's setting.		In this lesson, students will read chapter 1 of <i>The Giver</i> and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>Students use context as a clue to determine the meaning of a word (<a href="#">LC.RL.7.4a</a>)</li> <li>Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text) (<a href="#">LC.RL.7.3a</a>)</li> </ul>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>Write a paragraph to describe Jonas' community based on what you've read and discussed thus far.</li> </ul>		<ul style="list-style-type: none"> <li>Create a permanent product (e.g., one-to-three sentences) to describe Jonas' community based on what has been read and discussed thus far.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students provide an accurate description of Jonas' community including details about rules?</li> <li>Can students provide evidence such as details and examples from the text in the paragraph?</li> </ul>		<ul style="list-style-type: none"> <li>Can students provide a description of Jonas' community?</li> <li>Can students identify details about rules in Jonas' community?</li> <li>Can students identify text-based details and examples that describe Jonas' community and its rules?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Reading log</li> <li>Split-page notes handout</li> <li>Vocabulary chart handout</li> <li>Conversation stems</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><a href="#">Audio recording of <i>The Giver</i></a></li> <li>Student-friendly definition for difficult words</li> <li>Choral reading or</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and <a href="#">adapted versions</a> of <i>The Giver</i></li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional Supports for Diverse Learners - Section 01 of Grade 07 <i>The Giver</i></li> <li>Images and sentences to represent example/non-example for the story's setting (i.e., Jonas' community)</li> <li>Vocabulary words and student-friendly definitions</li> </ul>

	<p>learning tool</p> <ul style="list-style-type: none"> <li>● Transitions learning tool</li> <li>● Evidence sentence starters learning tool</li> <li>● Accountable talk strategy guide</li> <li>● Accountable talk conversation stems</li> </ul>	<p>echo reading.</p> <ul style="list-style-type: none"> <li>● Additional text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements Cards – <a href="#">Grades 6-8 Literature</a> For example, for (LC.RL.7.3a) <ul style="list-style-type: none"> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

## Lesson Overview

Lesson Number	<i>Lesson 2: Continue to analyze setting</i>		SWSCD Lesson Focus
Description	In this lesson, students will finish reading chapter 1 of <i>The Giver</i> and continue to make inferences about Jonas' community, the text's setting, based on character interactions.		In this lesson, students will read chapter 1 of <i>The Giver</i> . Students will refer to details and examples in a text when explaining what the text says explicitly (LC.RL.7.1a). Students will also use two or more pieces of textual evidence to support conclusions, or summaries of text (LC.RL.7.1b).
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>Write a paragraph to describe how Jonas' community and its values are similar to and different from your community.</li> </ul>		<ul style="list-style-type: none"> <li>Use a graphic organizer (e.g., Venn diagram) to compare and contrast the setting (i.e., Jonas' community) of the text to the setting of your community. (LC.RL.7.3a)</li> <li>Write one to two sentences to describe how Jonas' community is the same than your community.</li> <li>Write one to two sentences to describe how Jonas' community is different from your community.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students compare and contrast their community and Jonas' community?</li> <li>Can students provide evidence such as details and examples from the text in their paragraph?</li> </ul>		<ul style="list-style-type: none"> <li>Can students identify their community?</li> <li>Can students compare and contrast their community and Jonas' community?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Chart paper</li> <li>Markers</li> <li>Reading log</li> <li>Split-page notes handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li><u>Audio recording of <i>The Giver</i></u></li> <li>Conversation stems tool</li> <li>Student-friendly</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>Original and adapted versions of <i>The Giver</i></li> <li>Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.1a, LC.RL.7.1b, &amp; LC.RL.7.3a)                             <ul style="list-style-type: none"> <li>Read aloud texts</li> <li>Interactive white board</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Vocabulary chart handout</li> <li>● Conversation stems learning tool</li> <li>● Transitions learning tool</li> <li>● Evidence sentence starters learning tool</li> <li>● Accountable talk strategy guide</li> <li>● Accountable talk conversation stems</li> </ul>	<p>definition for difficult words</p> <ul style="list-style-type: none"> <li>● Choral reading or echo reading.</li> <li>● Additional text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>● Provide additional images and sentences of student's community representing similarities (e.g., family with one girl and one boy, bicycle, etc.) and differences (e.g., people with disabilities, family with more than two children, etc.) between his/her and Jonas' community</li> <li>● Graphic organizer, such as a Venn diagram, for comparing/contrasting.</li> <li>● Writing template with sentence stems (e.g., Jonas and my community both _____.)</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>
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## Lesson Overview

<i>Lesson Number</i>	<i>Lesson 3: Determine the meaning and purpose of the Preamble of the United States Constitution and preview essential questions</i>	<i>Task is Optional</i>
<i>Description</i>	<i>In this lesson, students will summarize and analyze the meaning and purpose of the Preamble to the U.S. Constitution. Students will also discuss Unit Essential Questions.</i>	
<i>Let's Express Our Understanding</i>	<i>Write a paragraph in which you make a prediction about the central ideas or themes of The Giver.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students make appropriate predictions about the central ideas or themes of The Giver?</i></li><li>• <i>Can students provide evidence such as details and examples from the text to support their predictions?</i></li></ul>	
<i>Text(s)</i>	<i>The Giver by Lois Lowry Preamble to the U.S. Constitution</i>	

<i>Materials</i>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Preamble Handout</i></li> <li>● <i>Dictionary</i></li> <li>● <i>Conversation stems learning tool</i></li> <li>● <i>Transitions learning tool</i></li> <li>● <i>Evidence sentence starters learning tool</i></li> <li>● <i>Accountable talk strategy guide</i></li> <li>● <i>Accountable talk conversation stems</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i>Audio recording of The Giver</i></li> <li>● <i>Conversation stems tool</i></li> <li>● <i>Student-friendly definition for difficult words</i></li> <li>● <i>Choral reading or echo reading.</i></li> <li>● <i>Additional text dependent questions</i></li> </ul>
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Section Overview		
Section Number	Section 2	SWSCD Section Focus
Description	<i>The Giver</i>	Original and adapted versions of <i>The Giver</i>
Assessment	<p>Students write a response to the question: “How is Jonas characterized in ways that are similar to and different from his community thus far?”</p> <p><b>Culminating task connections:</b></p> <p>Students analyze how Jonas is similar and different from others in his community. This prepares students to analyze Jonas’ unique point of view reveal the theme of <i>The Giver</i>.</p> <p>Students also demonstrate their ability to analyze Jonas’ point of view, provide text evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p>	<p>Students write or select a response to the questions:</p> <ul style="list-style-type: none"> <li>● How is Jonas similar to his community?</li> <li>● How is Jonas different from his community?</li> </ul> <p><b>Culminating task connections:</b></p> <p>Students compare Jonas to others in his community. As students continue to match Jonas’ reaction to key events and interactions with other characters across the book, it prepares students to analyze the developing theme of <i>The Giver</i>.</p>

	<ul style="list-style-type: none"> <li>• How well does the student analyze Jonas’ view of his community. How is this similar or different from others in the community?</li> <li>• How well do students comprehend the meaning of “release” in Jonas’ community?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student determine meaning of words as they are used in the text?</li> <li>• How well does the student gather relevant and sufficient text evidence to demonstrate understanding?</li> </ul>	<p>Students also identify text evidence that shows Jonas’ point of view and the point of view of others in the community.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student understand Jonas’ point of view?</li> <li>• How well does the student understand the point of view of others in the community?</li> <li>• How well does the student understand the similarities and differences between Jonas’ point of view and others’ point of view?</li> <li>• How well do students comprehend the meaning of “release” as perceived in Jonas’ community?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student understand the meaning of words as they are used in the text?</li> <li>• How well does the student identify relevant text evidence to demonstrate understanding?</li> </ul>
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>• Support for Foundational Skills <ul style="list-style-type: none"> <li>○ Supports Flow Chart</li> </ul> </li> <li>• Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>• Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Vocabulary Task for adherence; aptitude;</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <p><i>This section will have boilerplate elements (below); our team will also add elements based on what the section requires.</i></p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• <u>Audio recording of <i>The Giver</i></u></li> <li>• <u>Louisiana Connectors</u></li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u></li> </ul>

	<ul style="list-style-type: none"> <li>○ “The Last Night”</li> </ul>	<p>consciousness; meticulously.</p> <ul style="list-style-type: none"> <li>○ Language Links for Lessons 4-7</li> <li>● Support for Meaning</li> <li>● Additional text-dependent questions for Lessons 4, 5, 6, and 7.</li> </ul>	<ul style="list-style-type: none"> <li>● Student Response Modes – <u>ELA</u></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners –Section 02 of Grade 07 <i>The Giver</i></li> <li>● <u>English Language Arts Guidebook Reading Support</u></li> <li>● Sentences describing Jonas’ point of view and other’s point of view.</li> </ul>
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 4: Analyze character interactions	SWSCD Lesson Focus
Description	In this lesson, students begin reading chapter 2 of <i>The Giver</i> , and make inferences about Jonas’ community (the text’s setting) based on character interactions.	In this lesson, students will read Chapter 2 of <i>The Giver</i> . Students will make inferences about Jonas’ community (the text’s setting) based on character interactions (LC.RL.7.1b & LC.RL.7.3b).
Let’s Express Our Understanding	<ul style="list-style-type: none"> <li>● Write a paragraph to describe how Jonas feels about his community and how it operates.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a graphic organizer to begin comparing key events and/or interactions with other characters to Jonas’ reactions and/or thoughts.</li> <li>● Write or select sentences to describe how Jonas feels about his community and how it operates.</li> </ul>



Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students analyze how Jonas feels about his community?</li> <li>● Can students provide evidence such as details and examples from the text in their paragraphs?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify how Jonas feels about his community?</li> <li>● Can students identify text evidence to support their claim?</li> </ul>	
Text(s)	<i>The Giver</i> by Lois Lowry		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Split-page notes for chapters 2-8</li> <li>● Conversation stems learning tool</li> <li>● Transitions learning tool</li> <li>● Evidence sentence starters learning tool</li> <li>● Accountable talk strategy guide</li> <li>● Accountable talk conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Student-friendly definition for difficult words</li> <li>● Choral reading or echo reading</li> <li>● Additional text dependent questions</li> <li>● Language Links</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Student Response Modes</li> <li>● Images and sentences representing the student's community and Jonas' community</li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.3b) <ul style="list-style-type: none"> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Words, phrases, and sentences representing key events and interactions with characters</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 5: Analyze Jonas' memory and make inferences about character and setting	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students will read and discuss an excerpt of chapter 3 from <i>The Giver</i> , define words in context, and make inferences about Jonas and his community (the text's setting) based on Jonas's memory.	<p>In this lesson, students will read chapter 3 of <i>The Giver</i></p> <p>Students will use context to identify the meaning of words (LC.RL.7.4a; LC.L.7.4a).</p> <p>Students will make inferences about Jonas' community (the text's setting) based on Jonas' memory (LC.RL.7.1b &amp; LC.RL.7.3b).</p>

Let's Express Our Understanding	What does this memory reveal about Jonas' community? What does it reveal about Jonas? Cite text evidence to support your response.		Continue to populate the graphic organizer from Lesson 4 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts.  Provided with key phrases from the chapter, students will respond to the questions(LC.RL.7.1a): <ul style="list-style-type: none"> <li>• What does this memory reveal about Jonas' community?</li> <li>• What does it reveal about Jonas?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify that Jonas and his community are constantly under surveillance and that his is different from others in the community?</li> <li>• Can students provide evidence such as details and examples from the text during a discussion?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify that Jonas and his community are constantly under surveillance?</li> <li>• Can students identify evidence (i.e., text-based details and examples) to the claim that the community is constantly under surveillance?</li> <li>• Can students identify how Jonas' experience is different than others in the community?</li> <li>• Can students match the words, "humiliation" and "remorse" to provided student-friendly definitions?</li> <li>• Can students identify that while Jonas feels remorse, he is curious and that this is different from others?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Reading log</li> <li>• Split-page notes for chapters 2-8</li> <li>• 3-2-1 Summarizer for Independent Reading</li> <li>• Conversation stems learning tool</li> <li>• Transitions learning tool</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <u>Audio recording of <i>The Giver</i></u></li> <li>• Conversation stems tool</li> <li>• Student-friendly definition for difficult words</li> <li>• Choral reading or echo reading.</li> </ul>	Additional Supports for SWSCD: <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Text evidence pulled from the chapter to support text dependent questions.</li> <li>• Vocabulary words and definitions.</li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u></li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.3b) <ul style="list-style-type: none"> <li>○ Read aloud texts</li> </ul> </li> </ul>

- Evidence sentence starters learning tool
- Accountable talk strategy guide
- Accountable talk conversation stems

- Additional text dependent questions
- Language Links

- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Vocabulary words and student-friendly definitions
- Words, phrases, and sentences representing key events and interactions with characters

Lesson Overview		
Lesson Number	Lesson 6: Analyze repeated incidents in the text and make inferences about their meaning	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students will analyze incidents where being “released” is described. Student will also make inferences about how release is viewed by Jonas and his community.	Before beginning this lesson, students will read chapter 4 of <i>The Giver</i> . In this lesson, students will read chapter 5-6 of <i>The Giver</i> . Students will identify when “release” occurs and how it is described. Students will describe “release” and how people in this community view it. (LC.RL.7.6)
Let’s Express Our Understanding	How is being released viewed by Jonas and his community.	Describe how the “release” affects Jonas and his community using the Incident Chart with the left-hand column prefilled.. (LC.RL.7.3a)
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can describe “release” and how it is viewed by Jonas and his community?</li> <li>• Can students provide evidence such as details and examples from the text?</li> </ul>	<p>Can students describe “release” and how it is viewed by Jonas and his community?</p> <p>Can students identify evidence to support their claim?</p>
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Split-page notes for chapters 2-8</li> <li>● 3-2-1 Summarizer for Independent Reading</li> <li>● Incident chart handout</li> <li>● Conversation stems learning tool</li> <li>● Transitions learning tool</li> <li>● Evidence sentence starters learning tool</li> <li>● Accountable talk strategy guide</li> <li>● Accountable talk conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Conversation stems tool</li> <li>● Student-friendly definition for difficult words</li> <li>● Choral reading or echo reading.</li> <li>● Additional text dependent questions</li> <li>● Language Links</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> <li>● Graphic organizer/ brainstorm</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>
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## Lesson Overview

Lesson Number	Lesson 7: Analyze Jonas' characterization	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students will read chapter 8 from <i>The Giver</i> , respond to questions on their Split-page Notes, and analyze Jonas' character. Students will compare and contrast Jonas and other citizens in his community.	In this lesson, students will read chapter 7-8 of <i>The Giver</i> . Students will compare and contrast Jonas and other citizens in his community.
Let's Express Our Understanding	How is Jonas characterized in ways that are similar to and different from his community thus far?	Use a graphic organizer (e.g., Venn diagram) or sort cards (refer to Essential Elements Cards - Grades 6-8 Literature for instructional ideas) to compare and contrast how Jonas is similar and different from his community thus far. (LC.RL.7.6)  Continue to populate the graphic organizer from Lesson 5 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students compare and contrast Jonas and other citizens in his community?</li> <li>● Can students provide evidence such as details and examples from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify Jonas' point of view?</li> <li>● Can students identify other characters' point of view?</li> <li>● Can students compare and contrast the points of view of different characters in <i>The Giver</i>?</li> <li>● Can students identify evidence to support their claim?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

Materials

Lesson Materials:

- Reading Log
- Split-page notes for chapters 2-8
- 3-2-1 Summarizer for Independent Reading
- Incident chart handout
- Conversation stems learning tool
- Transitions learning tool
- Evidence sentence starters learning tool
- Accountable talk strategy guide
- Accountable talk conversation stems

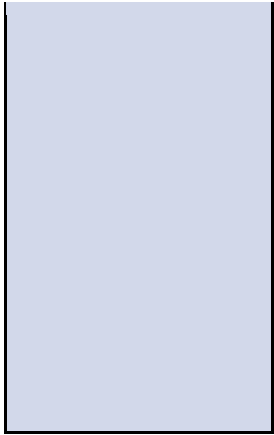
Possible Supports During the Lesson:

- Audio recording of *The Giver*
- Conversation stems tool
- Student-friendly definition for difficult words
- Choral reading or echo reading
- Additional text dependent questions
- Language Links

Additional Supports for SWSCD:

- Original and adapted versions of *The Giver*
- Text evidence pulled from the chapter to support text dependent questions and completion of Incident chart handout..
- Summary sentences for completing the 3-2-1 Summarizer for Independent Reading
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.3a & LC.RL.7.6):
  - Sort cards (refer to Essential Elements Card for instructional ideas)
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers (refer to Essential Elements Card for instructional ideas)
  - 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

- Provide additional images and sentences representing community members
- Graphic organizer or sorting cards
- Vocabulary words and student-friendly definitions
- Words, phrases, and sentences representing key events and interaction with characters

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## Section Overview

Section Number	Section 3	SWSCD Section Focus
Description	<i>The Giver</i>	Original and adapted versions of <i>The Giver</i>
Assessment	<p>Students write a response to the question: “How do the Giver’s memories influence Jonas’ perspective about his community’s focus on Sameness?”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of Jonas’ perspective on the idea of sameness that his community adopted. This prepares students to analyze Jonas’ unique point of view reveal the theme of <i>The Giver</i>.</p> <p>Students also demonstrate their ability to analyze Jonas’ perspective, provide text evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● EX: How well does the student analyze Jonas’ changing perspective of his community?</li> <li>● EX: How well does the student analyze the impact of memories on Jonas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students respond to the question: “How do Jonas’ memories influence how he thinks about his community?”</p> <p><b>Culminating task connections:</b></p> <p>As students continue to match Jonas’ reaction to key events (e.g., memories) and interactions with other characters (e.g., the Giver) across the book, it will build students’ understanding of Jonas’ perspective on the idea of sameness that his community adopted. This prepares students to view Jonas’ unique point of view and reveal a theme of <i>The Giver</i>.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify changes in how Jonas thinks about his community?</li> <li>● How well does the student match the Jonas’ changes in perspective to Jonas’ memories?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify Jonas’ reactions or thoughts?</li> <li>● How well does the student match Jonas’ thoughts to his memories?</li> </ul>

	<ul style="list-style-type: none"> <li>• How well does the student draw relevant evidence from grade-appropriate text to support an analysis?</li> <li>• How well does the student analyze use knowledge of language and its conventions when writing?</li> </ul>		
Session Length	4 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>• Support for Foundational Skills</li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>• Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Language Links for Lessons 8 and 9</li> </ul> </li> <li>• Support for Meaning</li> <li>• Additional text-dependent questions for Lesson 8, 9, and 10</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• <i>The Giver</i> and adapted version</li> <li>• Louisiana Connectors</li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u></li> <li>• Student Response Modes– <u>ELA</u></li> <li>• IEP Goals</li> <li>• Assistive Technology</li> <li>• Additional Supports for Diverse Learners –Section 03 of Grade 07 <i>The Giver</i></li> <li>• <u>English Language Arts Guidebook Reading Support</u></li> <li>• Word lists (e.g., passage-specific words and high frequency words)</li> <li>• Performance Product/Writing rubric</li> </ul> <p>Vocabulary words and definitions</p>
<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 8: Continue to analyze Jonas' character	SWSCD Lesson Focus
Description	In this lesson, students will read chapter 9 from <i>The Giver</i> while continuing to analyze Jonas' characterization. Students will examine how being named the Receiver impacts him and his perception of the community. Students will read chapters 10-11 and complete reading logs for homework.	<p>Before beginning this lesson, students will read chapter 9 of <i>The Giver</i>.</p> <p>In this lesson, students will read chapter 10-11 of <i>The Giver</i></p> <p>Students will describe how Jonas thinks differently as a result of becoming the Receiver.</p> <p>Students will identify character traits of Jonas thus far in <i>The Giver</i>.</p>
Let's Express Our Understanding	How does the author develop Jonas' point of view and perception of his community in the text? Why is this significant?	<p>Continue to populate the graphic organizer from Lesson 7 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts to identify how Jonas' thinking about his community changes over the course of the story. (LC.RL.7.6)</p> <p>Describe why these changes are significant. (LC.RL.7.6)</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the significance of how the author develops Jonas' point of view and perception of his community?</li> <li>● Can students support their response with evidence from the text?</li> </ul>	<p>Can students identify how Jonas' thinking about his community has changed over the course of the story?</p> <p>Can students identify evidence to support their claim?</p>

Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Split-page notes chapters 9-12</li> <li>● 3-2-1 Summarizer for Independent Reading</li> <li>● Conversation stems learning tool</li> <li>● Accountable talk strategy guide</li> <li>● Accountable talk conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Conversation stems tool</li> <li>● Student-friendly definition for difficult words</li> <li>● Choral reading or echo reading</li> <li>● Additional text dependent questions</li> <li>● Language Links</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> <li>● Provide images and sentences representing the Jonas' character</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Graphic organizer, such as a T-chart or character development chart</li><li>• Vocabulary words and student-friendly definitions</li><li>• Words, phrases, and sentences representing key events and interactions with characters</li></ul> |
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Lesson Overview			
Lesson Number	Lesson 9: Continue to analyze Jonas' character	SWSCD Lesson Focus	
Description	In this lesson, students continue to analyze Jonas' character while reading chapter 11 from <i>The Giver</i> by examining how Jonas' experience of memories impacts his perception of the community. Students will read chapter 12 and complete their reading log for homework.	In this lesson, students will read chapter 11-12 of <i>The Giver</i> . Students will describe the Jonas' character thus far in <i>The Giver</i> .	
Let's Express Our Understanding	How do the Giver's memories influence Jonas' perspective about his community's focus on Sameness? Cite evidence from the text.	Continue to populate the graphic organizer from Lesson 8 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts to identify how Jonas' thinking about his community changes in regards to Sameness over the course of the story. (LC.RL.7.1a)  Students identify textual evidence to support their conclusion (LC.RL.7.1b)	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine how Jonas' perspective is influenced by <i>The Giver</i>?</li> <li>• Can students provide evidence such as details and examples from the text?</li> </ul>	<p>Can students identify how memories affect Jonas' perspective?</p> <p>Can students identify evidence to support their claim?</p>	
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Reading log</li> <li>• Split-page notes chapters 9-12</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <u>Audio recording of <i>The Giver</i></u></li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Adapted version of <i>The Giver</i></li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.1b) <ul style="list-style-type: none"> <li>○ Highlighters</li> </ul> </li> </ul>

- 3-2-1 Summarizer for Independent Reading
- Conversation stems learning tool
- Accountable talk strategy guide
- Accountable talk conversation stems

- Conversation stems tool
- Student-friendly definition for difficult words
- Choral reading or echo reading
- Additional text dependent questions
- Language Links

- Text
- Sorts (refer to Essential Element Card for instructional ideas)
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Provide images and sentences representing the character of Jonas
- Graphic organizer
- Vocabulary words and student-friendly definitions
- Words, phrases, and sentences representing key events and interactions with characters



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## Lesson Overview

Lesson Overview		
Lesson Number	Lesson 10: Analyze setting, Jonas' perception of his community	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students read and discuss an excerpt from chapter 12 of <i>The Giver</i> to continue analyzing the setting and values of Jonas' community. Students will analyze how Jonas' perception of his community is changing as a result of the memories.	In this lesson, students will read chapter 12-13 of <i>The Giver</i> . Students will describe the character of Jonas is changing in <i>The Giver</i> .
Let's Express Our Understanding	What does Jonas' community value? How is Jonas' perspective similar to/different from his community at this point?	Continue to populate the graphic organizer from Lesson 9 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts to determine how Jonas is similar and different from his community thus far. (LC.RL.7.6)
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the values of Jonas' community and how Jonas' perspective is similar or different?</li> <li>● Can students provide evidence such as details and examples of the similarities and differences in perspectives?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify Jonas' point of view?</li> <li>● Can students identify other characters' point of view?</li> <li>● Can students compare and contrast the points of view of different characters in <i>The Giver</i>?</li> <li>● Can students identify evidence to support their claim?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

## Materials

### Lesson Materials:

- Reading log
- Split-page notes chapters 9-12
- 3-2-1 Summarizer for independent reading
- Conversation stems learning tool
- Accountable talk strategy guide
- Accountable talk conversation stems

### Possible Supports During the Lesson:

- Audio recording of *The Giver*
- Student-friendly definition for difficult words
- Choral reading or echo reading
- Additional text dependent questions

### Additional Supports for SWSCD:

- Original and adapted versions of *The Giver*
- Text evidence pulled from the chapter to support text dependent questions and completion of Incident chart handout..
- Summary sentences for completing the 3-2-1 Summarizer for Independent Reading
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.3a & LC.RL.7.6):
  - Sort cards (refer to Essential Elements Card for instructional ideas)
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers (refer to Essential Elements Card for instructional ideas)
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading
  - Pictures, objects, or tactile representations to illustrate the key details
  - Sentence strips that reflect text from the story that supports the key details
  - Videos or story boards/cards of the story for visual supports
  - Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping

		<ul style="list-style-type: none"> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>● Provide images and sentences representing community members</li> <li>● Graphic organizer, such as a Venn diagram</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Words, phrases, and sentences representing key events and interactions with characters</li> </ul>
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<i>Lesson Overview</i>		
<i>Lesson Number</i>	<i>Lesson 11: Practice Cold-Read Task, multiple-choice questions</i>	<u><i>Lesson is optional.</i></u>
<i>Description</i>	<i>In this lesson, students will read, understand, and express their understanding of a new text by completing the multiple-choice portion of a cold-read task.</i>	

<p><i>Let's Express Our Understanding</i></p>	<p><i>Students are given 40 minutes to read and answer 6 questions.</i></p> <ul style="list-style-type: none"> <li>● <i>Read this sentence: "District Twelve. Where you can starve to death in safety,' I mutter." What does this sentence imply about Katniss as a character?</i></li> <li>● <i>How does the author develop the contrasting points of view of Katniss and Gale in Chapter 1?</i></li> <li>● <i>Read this sentence: "The camera crews, perched like buzzards on rooftops, only adds to the effect." What is implied by the comparison of camera crews to buzzards?</i></li> <li>● <i>Read the following passage from Chapter 1. How does this passage contribute to the overall development of the theme of Chapter 1?</i> <ul style="list-style-type: none"> <li>○ <i>"He tells of the history of Panem, the country that rose up out of the ashes of a place that was once called North America. He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land, the brutal war for what little sustenance remained. The result was Panem, a shining Capitol ringed by thirteen districts, which brought peace and prosperity to its citizens. Then came the Dark Days, the uprising of the districts against the Capitol. Twelve were defeated, the thirteenth obliterated. The Treaty of Treason gave us the new laws to guarantee peace and, as our yearly reminder that the Dark Days must never be repeated, it gave us the Hunger Games."</i></li> </ul> </li> <li>● <i>Read the last line of Chapter 1. "It's Primrose Everdeen." Which explains how the last line of chapter 1 contributes to the meaning of Chapters 1 and 2?</i></li> <li>● <i>How does the author develop the contrasting points of view of the people of District 12 and Effie Trinket?</i></li> </ul>
<p><i>Lesson Look-Fors</i></p>	<ul style="list-style-type: none"> <li>● <i>Can students analyze the viewpoint of the characters in District 12?</i></li> <li>● <i>Can students determine how the author's craft contributes to the development of theme?</i></li> </ul>
<p><i>Text(s)</i></p>	<p><i>The Hunger Games By Suzanne Collins; Chapters 1 and 2 "The Reaping"</i></p>

*Materials*

*Lesson Materials:*

- *Practice cold-read task*
- *Practice cold-read task answer sheet*

*Possible Supports During the Lesson:*

- *Audio Recording of The Hunger Games*

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## Section Overview

Section Number	Section 4	<u>Section is optional.</u>
Description	<i>The Giver</i>	
Assessment	<p><i>Students write a response to the question: “Is it a good thing for the people of a community to know and understand their community’s foundational beliefs? Why or why not? Cite evidence from <i>The Giver</i> and your research sources.”</i></p> <p><b>Culminating task connections:</b></p> <p><i>Students demonstrate their understanding of multiple texts to make a inferences about an individual's knowledge of their community’s foundational beliefs. This prepares students to analyze how Jonas’ perspective of his community changes with his experience from memories.</i></p> <p><i>Students also demonstrate their ability to analyze Jonas’ perspective, provide text evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis.</i></p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● <i>How well does the student make inferences after reading multiple texts?</i></li> <li>● <i>How well does the student provide evidence to support their response?</i></li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● <i>How well does the student gather relevant information from multiple digital sources?</i></li> <li>● <i>How well does the student draw on several sources to conduct short research projects to answer a question?</i></li> </ul>	
Section Length	6 lessons	0 lessons

### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 14: Preview and select independent reading novel for extension task</i>	<u><i>Lesson is optional.</i></u>
<i>Description</i>	<i>In this lesson, students reflect on our unit essential questions, are introduced to the extension task, and preview several dystopian novels. Students will select an independent reading novel and set reading goals to complete the extension task.</i>	
<i>Let's Express Our Understanding</i>	<i>Rank your number 1 and number 2 choices for you independent reading novel.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students select a dystopian novel for the extension task?</i></li></ul>	
<i>Text(s)</i>	<i>Dystopian novels such as: Maze Runner, Hunger Games, Unwind, Divergent, Uglies, Feed</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>• <i>Multiple copies of dystopian novels (examples above)</i></li><li>• <i>Extension task directions</i></li><li>• <i>Book preview handout</i></li><li>• <i>Accountable talk strategy guide</i></li><li>• <i>Accountable talk conversation stems</i></li></ul>	<i>Possible Supports During the Lesson:</i>



## Lesson Overview

<i>Lesson Number</i>	<i>Lesson is optional.</i>	
<i>Description</i>	<i>In this lesson, students will set reading goals and select a topic of research related to a right guaranteed by the Preamble. Students will write their research question to prepare for the extension task.</i>	
<i>Let's Express Our Understanding</i>	<i>Think about what current event that you will research, and which right of the Preamble it most relates to. Write your proposed research question.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"> <li>● <i>Can students select a research topic that relates to a right guaranteed by the Preamble to the U. S. Constitution.</i></li> <li>● <i>Can students write a grade appropriate research question for the extension task?</i></li> </ul>	
<i>Text(s)</i>	<i>Independent reading novel Preamble to the U. S. Constitution</i>	
<i>Materials</i>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Independent reading journal</i></li> <li>● <i>Chart paper</i></li> <li>● <i>Marker</i></li> <li>● <i>Teacher talk moves</i></li> <li>● <i>Accountable talk strategy guide</i></li> <li>● <i>Accountable talk conversation stems</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i>Audio Recordings of <u>Maze Runner</u>, <u>Hunger Games</u>, <u>Unwind</u>, <u>Divergent</u>, <u>Uglies</u>, <u>Feed</u></i></li> <li>● <i>Guiding questions</i></li> <li>● <i>Topic ideas</i></li> </ul>

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### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 16: Research your topic, select credible sources</i>	<i>Lesson is optional.</i>
<i>Description</i>	<i>In this lesson, students will engage in research to identify credible sources that give information on our topics and select two articles about our topic to use in our research. Students will read chapter 13 from <i>The Giver</i> and complete their reading log for homework.</i>	
<i>Let's Express Our Understanding</i>	<i>Under the citations answer these two questions:</i> <ul style="list-style-type: none"><li><i>• How does this article connect to my question/topic?</i></li><li><i>• Based on the information in this article, does the current event support or challenge the right in the Preamble to the U. S. Constitution?</i></li></ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li><i>• Can students locate articles from credible to answer their research question?</i></li><li><i>• Can students identify credible web sources?</i></li></ul>	
<i>Text(s)</i>	<i>Articles on research topics</i> <i>The Giver by Lois Lowry</i>	

<b>Materials</b>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Research question</i></li> <li>● <i>Internet access</i></li> <li>● <i>Paper</i></li> <li>● <i>How to Avoid Plagiarism handout</i></li> <li>● <i>Accountable talk conversation stems</i></li> <li>● <i>Reading log</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i>Sentence frames</i></li> <li>● <i>Guiding questions</i></li> </ul>
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<b>Lesson Overview</b>		
<b>Lesson Number</b>	<i>Lesson 17: Summarize your articles</i>	<u><i>Lesson is optional.</i></u>
<b>Description</b>	<i>In this lesson, students summarize their articles. Students also compare and contrast the way our society handles challenges with Jonas' society. Students will read chapter 14 from <i>The Giver</i> and complete their reading log for homework.</i>	
<b>Let's Express Our Understanding</b>	<p><i>Connect your current event summaries back to <i>The Giver</i>.</i></p> <ul style="list-style-type: none"> <li>● <i>When a challenge in our society occurs, how does our society handle the challenge?</i></li> <li>● <i>When a challenge in Jonas' society occurs, how does his society handle the challenge?</i></li> </ul>	
<b>Lesson Look-Fors</b>	<ul style="list-style-type: none"> <li>● <i>Can students summarize articles about a research topic?</i></li> <li>● <i>Can students provide evidence such as details and examples from the articles?</i></li> </ul>	
<b>Text(s)</b>	<p><i>Articles on research topic</i></p> <p><i>The Giver by Lois Lowry</i></p>	

*Materials*

*Lesson Materials:*

- *Article notes from previous lesson*
- *Internet access*
- *Paper*
- *Accountable talk conversation stems*

*Possible Supports During the Lesson:*

- *Guiding questions*

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### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 18: Writing an argumentative paragraph</i>	<i><u>Lesson is optional.</u></i>
<i>Description</i>	<i>In this lesson, students will write a claim and short response on how the current event they researched supports or challenges a right of the Preamble. Students will read chapter 15 from <i>The Giver</i> and complete their reading log for homework.</i>	
<i>Let's Express Our Understanding</i>	<i>With your partner:</i> <ul style="list-style-type: none"><li>● <i>Use both sources to identify evidence to support your claim.</i></li><li>● <i>Explain the reason why that evidence supports the claim.</i></li><li>● <i>Write a paragraph in response to the prompt, using your claim, evidence, and reason.</i></li></ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>● <i>Can students explain how their evidence supports the claim?</i></li><li>● <i>Can students provide evidence to support their claim?</i></li></ul>	
<i>Text(s)</i>	<i>Articles on research topic</i> <i>The Giver by Lois Lowry</i>	

<b>Materials</b>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● SODA strategy</li> <li>● Article notes and summaries from previous lesson</li> <li>● How to Avoid Plagiarism handout</li> <li>● Internet access</li> <li>● Paper</li> <li>● Accountable talk conversation stems</li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● Claim Evidence Reason (CER) paragraph frame</li> <li>● How to Avoid Plagiarism handout</li> <li>● Transitions and evidence sentence starters learning tools</li> </ul>
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<b>Lesson Overview</b>		
<b>Lesson Number</b>	<i>Lesson 19: Comparing and contrasting ideas across texts</i>	<u><i>Lesson is optional.</i></u>
<b>Description</b>	<i>In this lesson, students will share paragraphs written in the previous lesson with a group. Students will participate in a scholarly discussion to compare and contrast ideas from research with <i>The Giver</i>. Students will read chapter 16 from <i>The Giver</i> and complete their reading log for homework. **Students must have completed reading chapters 13-16 before the next lesson.**</i>	
<b>Let's Express Our Understanding</b>	<i>Is it a good thing for the people of a community to know and understand their community's foundational beliefs? Why or why not? Cite evidence from <i>The Giver</i> and your research sources.</i>	
<b>Lesson Look-Fors</b>	<ul style="list-style-type: none"> <li>● <i>Can students explain why it is important for people to understand their community's foundational beliefs?</i></li> <li>● <i>Can students provide evidence such as details and examples from their research during a discussion?</i></li> </ul>	

<i>Text(s)</i>	<i>Articles on research topic</i> <i>The Giver by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>● <i>Article notes, paragraphs, and summaries from previous lesson</i></li><li>● <i>Chart paper</i></li><li>● <i>Marker</i></li><li>● <i>Teacher talk moves</i></li><li>● <i>Discussion tracker</i></li><li>● <i>Accountable talk conversation stems</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>● <i>Guiding questions</i></li></ul>

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## Section Overview

Section Number	Section 5	Modified Section Overview
Description	<i>The Giver</i>	Original and adapted versions of <i>The Giver</i>
Assessment	<p>Students write a response to the question: “How has Jonas’ character and perspective about his community changed as a result of his experiences? Cite textual evidence that demonstrates this change.”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of Jonas’ perspective about his community has changed after receiving memories from <i>The Giver</i>. This prepares them to begin analyzing how Jonas’ perspective impacts the theme of the text.</p> <p>Students also demonstrate their ability to analyze Jonas’ perspective, provide text evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the change in Jonas’ perspective of his community?</li> <li>● How well does the student analyze how the memories affect Jonas’ perspective of his community?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students write or select a response to the questions:</p> <ul style="list-style-type: none"> <li>● What was Jonas’ perspective of his community in the beginning of the story?</li> <li>● What is Jonas’ perspective of his community at this point in the story?</li> <li>● What has caused his perspective to change?</li> </ul> <p>Students identify textual evidence to support their claim.</p> <p><b>Culminating Task Connections:</b></p> <p>Students demonstrate their understanding of Jonas’ perspective about his community has changed after receiving memories from the <i>Giver</i>. This prepares students to analyze the developing the theme of <i>The Giver</i>.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student understand how Jonas’ point of view has changed over the course of the story?</li> <li>● How well does the student understand the point of view of others in the community?</li> <li>● How well does the student understand the similarities and differences between Jonas’ point of view and others’ point of view?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student understand the meaning of words as they are used in the text?</li> </ul> <p>How well does the student identify relevant text evidence to demonstrate understanding?</p>

	<ul style="list-style-type: none"> <li>● How well does the student determine a theme of a text and analyze its development over the course of a text?</li> </ul> <p>How well does the student analyze the interactions between individuals, events, and ideas in a text?</p>		
Section Length	4 lessons	2 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills <ul style="list-style-type: none"> <li>○ Supports Flow Chart</li> </ul> </li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task</li> </ul> </li> </ul> <p>“The Last Night”</p>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language <ul style="list-style-type: none"> <li>● Protocol for Explicitly Teaching Vocabulary</li> <li>● Vocabulary Task for adherence; aptitude; consciousness; meticulously.</li> <li>● Language Links for Lessons 4-7</li> <li>● Support for Meaning</li> </ul> </li> </ul> <p>Additional text-dependent questions for Lessons 4, 5, 6, and 7.</p>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● <i>The Giver</i> and adapted version</li> <li>● Louisiana Connectors</li> <li>● Essential Elements Cards – <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes– <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners –Section 05 of Grade 07 <i>The Giver</i></li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage-specific words and high frequency words)</li> <li>● Performance Product/Writing rubric</li> <li>● Vocabulary words and definitions</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

## Lesson Overview

Lesson Number	Lesson 20: Analyze The Giver's perspective	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students will summarize key events from chapters 13-14. Students analyze the Giver's dialogue and demeanor to infer his feelings and perspective about the community by answering questions on the split-page notes.	In this lesson, students will read chapter 13-14 of <i>The Giver</i> . Students will develop a summary of key events from chapters 13-14. Students will describe the Giver's feelings and point of view of the community in the split-page notes (LC.RL.7.3a)
Let's Express Our Understanding	What inference can you make about The Giver's perspective on his dialogue and demeanor in chapter 13? Cite text evidence in your response.	Using provided textual evidence (e.g., the Giver's dialogue), match the textual evidence to characteristics of the Giver.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students make appropriate inferences about The Giver's perspective on his community?</li> <li>● Can students provide evidence from the text to support their inferences?</li> </ul>	<p>Can students match the Giver's dialogue and descriptions of the Giver to characteristics of the Giver?</p> <p>Can students identify evidence to support their claim?</p>
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

## Materials

### Lesson Materials:

- Reading logs
- Split-page notes for chapters 13-16
- 3-2-1 Summarizer for Independent Reading
- Accountable talk conversation stems
- Accountable talk strategy guide
- Strategies for summarizing guide

### Possible Supports During the Lesson:

- Audio recording of *The Giver*
- Additional text-dependent questions
- Conversation stems tool
- Writing or grammar mini-lesson
- Paired/partner reading
- Evidence sentence starters learning tool
- Model writing in-text citations

### Additional Supports for SWSCD:

- Original and adapted versions of *The Giver*
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.3a):
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading
  - Pictures, objects, or tactile representations to illustrate the key details
  - Sentence strips that reflect text from the story that supports the key details
  - Videos or story boards/cards of the story for visual supports
  - Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping
  - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Provide images and sentences representing the characteristics of the Giver
- Provide word/sentence bank to complete the 3-2-1 Summarizer for Independent Reading
- Vocabulary words and student-friendly definitions

## Lesson Overview

Lesson Number	Lesson 21: Analyze changes in Jonas' perspective; compare character' perspectives		SWSCD Lesson Focus
Description	In this lesson, students will summarize key events from chapters 15 and 16 of <i>The Giver</i> . Students will partner read an excerpt from chapter 16, compare and contrast Jonas' interactions with The Giver and his parents, and analyze how Jonas' character and perspective on his community have changed.		In this lesson, students will read chapter 15-16 of <i>The Giver</i> Students will identify key events from chapters 15 and 16. Students will compare and contrast Jonas' interactions with the Giver and his interactions with his parents. Students will describe the character of Jonas is changing in <i>The Giver</i> .
Let's Express Our Understanding	How have Jonas' character and perspective about his community changed as a result of his experiences? Cite textual evidence that demonstrates this change.		Continue to populate the graphic organizer from Lesson 10 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts to identify how Jonas' thinking about his community has changed over the course of the story. (LC.RL.7.6)  Match these changes to the key events or interactions with other characters to described why they happened. (LC.RL.7.6)
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify changes in Jonas' perspective about his community?</li> <li>● Can students provide evidence from the text to support their response?</li> </ul>		<p>Can students identify how Jonas' thinking about his community has changed over the course of the story?</p> <p>Can students identify evidence to support their claim?</p>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Reading logs</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> </ul>	Additional Supports for SWSCD: <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6):</li> </ul>

- Split-page notes for chapters 13-16
- 3-2-1 Summarizer for Independent Reading
- Accountable talk conversation stems
- Accountable talk strategy guide
- Strategies for summarizing guide

- Additional text-dependent questions
- Conversation stems tool
- Writing or grammar mini-lesson
- Paired/partner reading
- Evidence sentence starters learning tool
- Model writing in-text citations

- Sort cards (refer to Essential Elements Card for instructional ideas)
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers (refer to Essential Elements Card for instructional ideas)
- 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
- Provide images and sentences representing the ways that Jonas changes across the course of the story
- Vocabulary words and student-friendly definitions
- Words, phrases, and sentences representing key events and interactions with characters

### Lesson Overview

Lesson Number	Lesson 22: Determine the themes of “Imagine” and “The Human Abstract”	<u>Lesson is optional.</u>
Description	In this lesson, students will read and determine the themes of “Imagine,” by John Lennon, and “The Human Abstract,” by William Blake. Students will begin to connect the these of these texts to ideas in <i>The Giver</i> .	
Let’s Express Our Understanding	How do William Blake’s “The Human Abstract” and John Lennon’s “Imagine” connect to <i>The Giver</i> ?	
Lesson Look-Fors	<ul style="list-style-type: none"><li>• Can students connect the readings to <i>The Giver</i>?</li><li>• Can students provide evidence such as details and examples from the texts in their writing?</li></ul>	
Text(s)	“The Human Abstract” by William Blake “Imagine” by John Lennon	
Materials	Lesson Materials: <ul style="list-style-type: none"><li>• TP-CASTT handout</li><li>• Audio of “<u>Imagine</u>”</li><li>• Accountable talk conversation stems</li><li>• Teacher talk moves</li></ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"><li>• Guiding questions</li></ul>

## Lesson Overview

<i>Lesson Number</i>	<i>Lesson 23: Discussing key ideas across texts</i>	<i>Lesson is optional.</i>
<i>Description</i>	<i>In this lesson, students will engage in a philosophical chairs debate to discuss key ideas and connect ideas between “Imagine,” by John Lennon, “The Human Abstract,” by William Blake, and The Giver, by Lois Lowry.</i>	
<i>Let’s Express Our Understanding</i>	<i>Students will write a response to these questions:</i> <ul style="list-style-type: none"><li>● <i>What do you think are the benefits of Jonas’ community are?</i></li><li>● <i>What do you think are the risks of Jonas’ community?</i></li></ul> <i>After the philosophical chairs debate, students will reflect on their previous response by answering these questions:</i> <ul style="list-style-type: none"><li>● <i>How did today’s discussion refine or change your understanding of the benefits and risks of Jonas’ community?</i></li><li>● <i>Cite specific points made or evidence used in the discussion that influenced your perspective.</i></li></ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>● <i>Can students participate in a philosophical chairs debate and explain how their opinion was refined or changed by the debate?</i></li><li>● <i>Can students provide evidence while participating in a discussion? Can students use evidence from a discussion to support their response to questions?</i></li></ul>	
<i>Text(s)</i>	<i>“The Human Abstract” by William Blake</i> <i>“Imagine” by John Lennon</i> <i>The Giver by Lois Lowry</i>	



*Materials*

*Lesson Materials:*

- *Discussion tracker*
- *Chart paper*
- *Marker*
- *Completed TP-CASTT from previous lesson*
- *Split-page notes from The Giver*
- *Accountable talk conversation stems*
- *Accountable talk strategy guide*
- *Philosophical chairs debate handout*

*Possible Supports During the Lesson:*

- *Guiding questions*

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## Section Overview

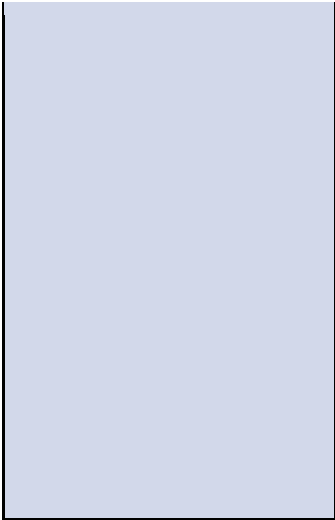
Section Number	Section 6	Modified Section Overview
Description	<i>The Giver</i>	<i>The Giver</i>
Assessment	<p>Students identify two additional reasons that support the claim we discussed and add them to your handout. Students gather relevant evidence from the text that supports the reasons and the claim and add them to your handout.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the developing theme in <i>The Giver</i>. Students identify evidence to support claims about the theme of the text.</p> <p>Students also demonstrate their ability to identify a strong claim, select supporting evidence, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify strong claims about the theme of the story?</li> <li>● How well does the student provide evidence to support the theme of the story?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students continue to respond to the questions:</p> <ul style="list-style-type: none"> <li>● How has Jonas' point of view about his community changed?</li> <li>● What experiences caused Jonas' point of view about his community to change?</li> </ul> <p>Students identify textual evidence to support their claim.</p> <p><b>Culminating task connections:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify strong claims about the theme of the story?</li> <li>● How well does the student identify evidence to support the theme of the story?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify a theme of a text?</li> <li>● How well does the student analyze the development of the theme over the course of a text?</li> <li>● How well does the student engage in a range of collaborative discussions?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student determine a theme of a text and analyze its development over the course of a text?</li> </ul> <p>How well does the student engage effectively in a range of collaborative discussions?</p>	
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills <ul style="list-style-type: none"> <li>○ Supports Flow Chart</li> </ul> </li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task <ul style="list-style-type: none"> <li>■ Word Lists</li> </ul> </li> </ul> </li> <li>○ Supports Flow Chart</li> </ul> <p>During the Section:</p> <ul style="list-style-type: none"> <li>○ Support for Language <ul style="list-style-type: none"> <li>■ Protocol for Explicitly Teaching Vocabulary</li> <li>■ Vocabulary Task for “successor”</li> <li>■ Protocol for Teaching Mentor Sentences</li> </ul> </li> <li>○ Support for Meaning <ul style="list-style-type: none"> <li>■ Additional text-dependent questions for Lesson 25 and 26</li> </ul> </li> </ul> <p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● <i>The Giver</i> and adapted version</li> <li>● Louisiana Connectors</li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u></li> <li>● Student Response Modes– <u>ELA</u></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners –Section 06 of Grade 07 <i>The Giver</i></li> <li>● <u>English Language Arts Guidebook Reading Support</u></li> <li>● Word lists (e.g., passage-specific words and high frequency words)</li> <li>● Performance Product/Writing rubric</li> </ul> <p>Vocabulary words and student-friendly definitions</p>

## Lesson Overview

Lesson Number	Lesson 24: Analyze Jonas' point of view compared to others in his community.	<i>SWSCD Lesson Focus</i>
Description	<p>In this lesson, the teacher reads chapter 17 from <i>The Giver</i> aloud to all to allow for discussion of sensitive materials presented in the chapter. Students continue to analyze Jonas' interactions with other characters in his community and discuss what they reveal about his perspective and how it has continued to shift. Students will analyze incidents of release in the text and make inferences about how release is viewed by Jonas and his community.</p>	<p>In this lesson, the teacher reads chapter 17 of <i>The Giver</i> and discusses sensitive materials presented in the chapter.</p> <p>Students will use the graphic organizer from Lesson 21 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts to compare Jonas' interactions with other characters and identify how he continues to change. (LC.RL.7.6)</p> <p>Students will make inferences about how release is viewed by Jonas in <i>The Giver</i>. (LC.RL.7.1b) Students will make inferences about how release is viewed by Jonas' community. (LC.RL.7.1b)</p>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● With a partner, reread and add to your incident chart: <ul style="list-style-type: none"> <li>○ Start at "I want to get to sleep early tonight," Father said.</li> <li>○ Stop at: "That's right, Jonas-bonus."</li> </ul> </li> <li>● Record the incident in your incident chart handout.</li> <li>● Discuss: How does this interaction show Jonas' different perspective?</li> </ul>	<p>Listen to chapter 17 as a partner reads:</p> <ul style="list-style-type: none"> <li>● Starting at "I want to get to sleep early tonight," Father said.</li> <li>● Stopping at: "That's right, Jonas-bonus."</li> </ul> <p>Record the incident in your incident chart handout.</p> <p>How does this interactions show Jonas' different point of view?</p>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Release is viewed by Jonas and his community after reading this excerpt?</li> <li>● Can students use text evidence to support their inferences about release in a discussion?</li> </ul>		<p>Can students explain how Release is viewed by Jonas?</p> <p>Can the student explain how Release is viewed by Jonas' community?</p> <p>Can students identify evidence to support their claim?</p>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Split-page notes for chapters 17-19</li> <li>● Incident chart handout</li> <li>● Accountable talk conversation stems</li> <li>● Accountable talk strategy guide</li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Student-friendly definition for difficult words</li> <li>● Choral or echo reading</li> <li>● Guiding questions</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> </ul> </li> </ul>



- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Provide images and sentences representing the ways that Jonas changes across the course of the story
- Provide word bank/sentences to complete incident chart handout
- Vocabulary words and student-friendly definitions
- Words, phrases, and sentences representing key events and interactions with characters

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## Lesson Overview

Lesson Number	Lesson 25: Determine word meanings and their connotations, analyze how incidents of plot impact characters	<i>SWSCD Lesson Focus</i>
Description	<p>In this lesson, the teacher reads chapter 18 from <i>The Giver</i> aloud to all to allow for discussion of sensitive materials presented in the chapter. Students will determine the meaning of words in context and their connotations. Students will analyze Rosemary's release and its impact on the community and the Giver.</p>	<p>In this lesson, the teacher reads of chapter 18 of <i>The Giver</i> and discusses sensitive materials presented in the chapter.</p> <p>Students will use context as a clue to determine the meaning of a word (LC.L.7.4a) and discuss the connotation for how the words are used in the story.</p> <p>Students will identify the impact Rosemary's release had on the community.</p> <p>Students will identify the impact Rosemary's death had on The Giver.</p>
Let's Express Our Understanding	<ul style="list-style-type: none"> <li>● How did Rosemary's death impact Jonas' community? Why? Cite evidence from the text.</li> <li>● How is The Giver described in the final two paragraphs of chapter 18? Make an inference about what he is contemplating based on his description and his interaction with Jonas. Cite evidence from the text.</li> </ul>	<p>Describe how Rosemary's death impacted Jonas' community.</p> <p>Identify evidence from the text.</p> <p>Identify descriptions of The Giver in the final two paragraphs of chapter 18.</p> <p>Make an inference about what the Giver is thinking about doing based on the description and his interaction with Jonas.</p> <p>Identify evidence from the text.</p>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what The Giver is contemplating?</li> <li>● Can students provide evidence from the text in their response?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what The Giver is thinking about doing?</li> <li>● Can students identify evidence to support their claim?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Split-page notes for chapters 17-19</li> <li>● Incident chart handout</li> <li>● Accountable talk conversation stems</li> <li>● Accountable talk strategy guide</li> <li>● Vocabulary chart handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Student-friendly definition for difficult words</li> <li>● Choral or echo reading</li> <li>● Additional text-dependent questions</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> </ul> </li> </ul>



			<ul style="list-style-type: none"><li>○ Picture icons on graphic organizers to support non-readers and visual learners</li><li>○ Peer support, collaborative grouping</li><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>● Provide images and sentences representing the how the release impacted the community and The Giver</li><li>● Provide word bank/sentences to complete incident chart handout</li><li>● Vocabulary words and student-friendly definitions</li></ul>
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## Lesson Overview

Lesson Number	Lesson 26: Analyze how Jonas' perspective about release differs from the community	SWSCD Lesson Focus
Description	<p>In this lesson, the teacher reads chapter 19 from <i>The Giver</i> aloud to all to allow for discussion of sensitive materials presented in the chapter. Students will discuss the chapter and determine the meaning of "release" within Jonas' community based on evidence from the text. Students will examine word choice and connotations to analyze Jonas' feelings and perspective about release and the community.</p>	<p>In this lesson, the teacher reads chapter 19 of <i>The Giver</i> and discusses sensitive materials presented in the chapter.</p> <p>Students will identify the positive meaning of "release" within Jonas' community.(LC.RL.7.1b)</p> <p>Students will identify text evidence that supports the meaning of "release" within Jonas' community.</p> <p>Students will make inferences about how "release" is viewed by Jonas. (LC.RL.7.1b)</p>
Let's Express Our Understanding	<p>With a partner, add this incident to your incident chart handout. Then discuss:</p> <ul style="list-style-type: none"> <li>● How does the meaning of release-and Jonas' curiosity about it-change throughout the book? Why does it change?</li> <li>● How does seeing the release from Jonas' point of view impact your understanding?</li> <li>● How does Jonas' perspective of release differ from his father's perspective?</li> </ul>	<p>Working with a partner, record the incidence in the incidence chart handout. Then discuss:</p> <ul style="list-style-type: none"> <li>● How does the Jonas' point of view of "release" change throughout the book?(LC.RL.7.3b)</li> <li>● How does Jonas' point of view of "release" differ from his father's point of view? (LC.RL.7.6)</li> <li>● How does Jonas' point of view of "release" impact your understanding?</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what “release” means after Jonas views the video?</li> <li>● Can students provide evidence from the text to support their responses and discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify what “release” means after Jonas views the video?</li> <li>● Can students identify evidence to support their claim?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Incident chart handout</li> <li>● Accountable talk conversation stems</li> <li>● Accountable talk strategy guide</li> <li>● Teacher talk moves</li> <li>● Discussion tracker</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Student-friendly definition for difficult words</li> <li>● Additional text-dependent questions</li> <li>● Read Along method</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3b &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> </ul> </li> </ul>

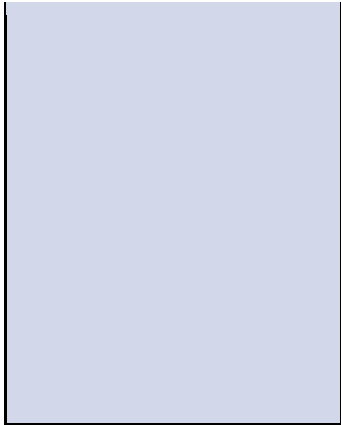
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|  |  |  | <ul style="list-style-type: none"><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>● Provide sentences representing the how Jonas views “release” after viewing the video and how his father views “release.”</li><li>● Provide word bank/sentences to complete incident chart handout</li><li>● Graphic organizers, such as a Venn diagram, T-chart or character development chart</li><li>● Vocabulary words and student-friendly definitions</li></ul> |
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## Lesson Overview

Lesson Number	Lesson 27: Determine themes of <i>The Giver</i>	SWSCD Lesson Focus
Description	<p>In this lesson, students will discuss and identify potential themes of <i>The Giver</i> by analyzing Jonas' changing perspective. Students will identify reasons and select relevant text evidence to support that theme. This lesson prepares students for another lesson and/or the end-of-unit assessments.</p>	<p>Students will discuss and identify potential themes of <i>The Giver</i>.(LC.RL.7.2a &amp; LC.RL.7.2b)</p> <p>After reviewing the graphic organizer from Lesson 24 in which students compare key events and/or interactions with other characters to Jonas' reactions and/or thoughts, ask students:</p> <ul style="list-style-type: none"> <li>● Were people in Jonas' community more alike or more different?</li> <li>● How did Jonas' point of view about everything being the same change throughout the story?</li> <li>● What message might the author be trying to tell through Jonas' change in point of view and character?</li> </ul> <p>Students identify text evidence to support the potential themes.</p>
Let's Express Our Understanding	<p>With a partner:</p> <ul style="list-style-type: none"> <li>● Identify two additional reasons that support the claim we discussed and add them to your handout.</li> <li>● Gather relevant evidence from the text that supports the reasons and the claim and add them to your handout.</li> </ul>	<p>With a partner:</p> <ul style="list-style-type: none"> <li>● Identify one additional reason that supports the claim we discussed and add to your handout.(LC.W.7.1c)</li> <li>● Identify relevant evidence from the text that supports the reasons and the claim and add them to your handout. (LC.W.7.1c)</li> </ul>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify the theme of <i>The Giver</i>?</li> <li>• Can students identify relevant evidence that supports the claim?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify a theme of <i>The Giver</i>?</li> <li>• How well do students understand the terms “claim,” “reasons,” and “evidence”?</li> <li>• Can students identify relevant evidence that supports the claim?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Incident chart handout</li> <li>• Accountable talk conversation stems</li> <li>• Accountable talk strategy guide</li> <li>• Claim, reasons, evidence (CER) handout</li> <li>• SODA Strategy</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <u>Audio recording</u> of <i>The Giver</i></li> <li>• Guiding questions</li> <li>• Definition of theme</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.2a &amp; LC.RL.7.2b): <ul style="list-style-type: none"> <li>○ Read aloud texts and chapter books</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> </ul> </li> </ul>



- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Provide possible themes, reasons, and text evidence for students
- Provide word bank/sentences to complete incident chart handout
- Vocabulary words and student-friendly definitions (e.g., claim, reasons, evidence)

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## Section Overview

Section Number	Section 7	SWSCD Section Focus
Description	<i>The Giver</i>	<i>The Giver</i>
Section Length	3 lessons	3 lessons
Assessment	<p>Students write a response to the question: “How does Jonas’ experience in this new setting impact Jonas? Identify two ways Jonas is changed by his experience in the new setting, citing evidence from the text.”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of how Jonas is impacted by the changing setting. This prepares the students to discuss Jonas’ perspective of the community.</p> <p>Students also demonstrate their ability to make an inference, cite textual evidence, and create a written response using conventions for writing a clear response. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student make inferences about the change in setting and the impact it has on Jonas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how particular elements of a story impact characters?</li> </ul>	<p>Students writes a response to the question: “How does Jonas’ experience in this new setting impact Jonas?”</p> <p>Students identify two ways Jonas is changed by his experience in the new setting</p> <p>Students identify evidence from the text to support their response.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of how Jonas is impacted by the changing setting. This prepares the students to discuss Jonas’ perspective of the community.</p> <p>Students also demonstrate their ability to make an inference, identify textual evidence, and create a permanent product/writing response using conventions for writing a clear response. This prepares students to develop a permanent product analyzing the development of a theme.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well can the student identify the change in the setting?</li> <li>● How well can the student identify the impact it has on Jonas?</li> </ul>



	<ul style="list-style-type: none"> <li>How well does the student cite several pieces of relevant textual evidence to support analysis of the text?</li> </ul>		
<p>Additional Supports for Diverse Learners (Optional)</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>Support for Foundational Skills</li> <li>Support for Reading Fluency</li> <li>Practice reading words and phrases</li> </ul>	<p>During the Section:</p> <ul style="list-style-type: none"> <li>Support for Meaning</li> <li>Additional text-dependent questions for Lesson 28</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>The Giver</i></li> <li>Louisiana Connectors</li> <li>Essential Elements Cards – <a href="#">Grades 6-8 Literature</a></li> <li>Student Response Modes– <a href="#">ELA</a></li> <li>IEP Goals</li> <li>Assistive Technology</li> <li>Additional Supports for Diverse Learners –Section 07 of Grade 07 <i>The Giver</i></li> <li><a href="#">English Language Arts Guidebook Reading Support</a></li> <li>Word lists (e.g., passage-specific words and high frequency words)</li> <li>Performance Product/Writing rubric</li> <li>Vocabulary words and student-friendly definitions</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

## Lesson Overview

Lesson Number	Lesson 28	SWSCD Lesson Focus
Description	In this lesson, students read chapter 22 of <i>The Giver</i> . Students will analyze word meanings and their connotations, analyze how the change in setting impacts Jonas' character, and discuss with a group. Students will read chapter 23 of <i>The Giver</i> and complete their reading logs.	In this lesson, the student reads chapter 22 of <i>The Giver</i> Students will match word/phrases with the appropriate connotations (LC.RL.7.4a) Students will identify Jonas' interactions with other characters and how he continues to change.(LC.RL.7.3b)
Let's Express Our Understanding	With a partner, answer the following questions: <ul style="list-style-type: none"> <li>● How does Jonas' experience in this new setting impact Jonas? Identify two ways Jonas is changed by his experience in the new setting, citing evidence from the text.</li> <li>● Does Jonas believe he has made the right choice to escape? Why/why not? Cite text evidence to support your answer.</li> <li>● Do you think Jonas has made the right choice to escape? Why/why not? Cite text evidence that has influenced your opinion.</li> </ul>	With a partner, answer the following questions (LC.RL.7.1.b, LC.RL.7.3a & LC.RL.7.3b): <ul style="list-style-type: none"> <li>● What is the new setting that Jonas is in?</li> <li>● How does the text describe Jonas' experience in the new setting?</li> <li>● How does Jonas' experience in this new setting impact him??</li> <li>● What is one way he is changed by his experience in this new setting.</li> <li>● Does Jonas believe he has made the right choice to escape? Identify a reason and match to evidence from the text.</li> <li>● Do you think Jonas has made the right choice to escape? Identify evidence from the text that influenced your opinion.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Jonas' experience is impacted by the new setting?</li> <li>● Can students provide evidence to support their opinion of Jonas' decision?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student give a personal example of an event or interaction with someone that impacted him/her?</li> <li>● Can students describe how Jonas is impacted by the new setting?</li> <li>● Can students identify evidence to support their claim?</li> </ul>

Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● 3-2-1 Summarizer for Independent Reading</li> <li>● Split-page notes handout for chapters 22-23</li> <li>● Accountable talk conversation stems</li> <li>● Accountable talk strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>The Giver</i></u></li> <li>● Student-friendly definition for difficult words</li> <li>● Choral or echo reading</li> <li>● Read along method</li> <li>● Additional text-dependent questions</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a, LC.RL.7.3b &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter</li> <li>○ Circle/point to/ eye gaze at the correct picture</li> <li>○ Cut and paste a picture</li> </ul> </li> </ul>

- Sort the details of a story
- Matching pictures of details
- Provide images and sentences representing the Jonas' new setting and how it impacts him
- Graphic organizers, such as a Venn diagram, T-chart or character development chart
- Vocabulary words and student-friendly definitions

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## Lesson Overview

Lesson Number	Lesson 29: Analyze the text's conclusion	SWSCD Lesson Focus
Description	In this lesson, students will read the final chapter of <i>The Giver</i> , analyze the ambiguous conclusion, and begin to make text-based claims about the final scene of the chapter what it implies about Jonas. Students will provide evidence to support their claims about the ending.	In this lesson, the students read chapter 23 of <i>The Giver</i> Students will make a claim about the final scene of chapter and what it implies about Jonas. (LC.RL.7.1b) Students will identify evidence to support their claim about the ending. (LC.RL.7.1b)
Let's Express Our Understanding	Make an inference about what happens to Jonas and his community at the end of the text. Cite text evidence to support your inference.	Refer to details to explain what the text says explicitly at the end about what happens to Jonas and his community. (LC.RL.7.1a) Make an inference about what happens to Jonas at the end of the story. (LC.RL.7.1b) Make an inference about what happens to the Jonas' community at the end of the story. (LC.RL.7.1.b) Identify textual evidence to support(LC.RL.7.1b)
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students make a plausible inference about what happens to Jonas and his community at the end of the text?</li> <li>● Can students provide credible evidence to support their inferences?</li> </ul>	Can students draw an appropriate conclusion about what happens to Jonas and his community at the end of <i>The Giver</i> ? (LC.RL.7.1b) Can students identify evidence to support their claim?
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

## Materials

### Lesson Materials:

- Reading log
- 3-2-1 Summarizer for Independent Reading
- Split-page notes handout for chapters 22-23
- Accountable talk conversation stems
- Accountable talk strategy guide

### Possible Supports During the Lesson:

- Audio recording of *The Giver*
- Student-friendly definition for difficult words
- Choral or echo reading
- Guiding questions

### Additional Supports for SWSCD:

- Original and adapted versions of *The Giver*
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.1a & LC.RL.7.1b):
  - Highlighters
  - Text
  - Sorts
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading
  - Pictures, objects, or tactile representations to illustrate the key details
  - 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
- Provide images and sentences representing Jonas' actions explicitly stated in the text and what might have happened, but not explicitly stated in the text
- Vocabulary words and student-friendly definitions

## Lesson Overview

Lesson Number	Lesson 30: Develop and present a text-based claim about the text's conclusion	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students will work collaboratively in small groups to develop a text-based claim about what happens to Jonas at the text's conclusion. Students will support their claim with relevant evidence. Students will then present their claims in small groups, and evaluate the claims and evidence with their peers.	In this lesson, the students work in small groups to make a claim about what happens to Jonas at the texts' conclusion. (LC.W.7.1c)  Support students by asking: <ul style="list-style-type: none"><li>• What does the text say about Jonas in the text's conclusion?</li><li>• What do you think happens next?</li></ul> Students will identify evidence to support their claim about the ending.  Support students by asking: <ul style="list-style-type: none"><li>• Why do you think this?</li><li>• What does the text say to support your claim?</li></ul>
Let's Express Our Understanding	Why did Lois Lowry choose to make the ending of the text ambiguous? How does this impact the meaning you are taking from the novel?	What does the text says explicitly at the end about what happens to Jonas and his community? (LC.RL.7.1a)  Why did the author, Lois Lowry, choose to make the ending of the text unclear?

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students provide a reasonable explanation for Lowry’s decision to end the book this way?</li> <li>• Can students provide use evidence from the text to support their claim?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify an appropriate explanation for the author’s decision to end the book this way?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Marker</li> <li>• Evaluate claims handout</li> <li>• Reading log</li> <li>• Split-page notes handout for chapters 22-23</li> <li>• Accountable talk conversation stems</li> <li>• Accountable talk strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <u>Audio recording</u> of <i>The Giver</i></li> <li>• Student-friendly definition for difficult words</li> <li>• Guiding questions</li> <li>• Writing or grammar mini-lesson</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.1a &amp; LC.RL.7.1b): <ul style="list-style-type: none"> <li>○ Highlighters</li> <li>○ Text</li> <li>○ Sorts</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> </ul> </li> </ul>



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|  |  |  | <ul style="list-style-type: none"><li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>● Provide images and sentences representing Jonas' actions explicitly stated in the text and what might have happened, but not explicitly stated in the text</li><li>● Vocabulary words and student-friendly definitions</li></ul> |
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**Section Overview - Optional**

Section Number	Section 8		<u>Section is optional.</u>
Description	<i>The Giver</i>		
Assessment	<p><i>Students write a response to the question: “Revisit the themes we determined earlier in the lesson: To what extent are equality and individuality mutually exclusive (unable to exist at the same time)? Use evidence from both “Harrison Bergeron” and The Giver to support your thinking.”</i></p> <p><b>Culminating task connections:</b></p> <p><i>Students demonstrate their understanding of themes from both texts by explaining why equality and individuality are mutually exclusive. This prepares students to analyze how Jonas’ experiences develop a theme in The Giver.</i></p> <p><i>Students also demonstrate their ability to form a claim, develop a response, provide evidence, and use conventions to produce clear writing&gt;. This prepares students to write a literary analysis.</i></p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● <i>How well does the student analyze the mutually exclusiveness of equality and individuality?</i></li> <li>● <i>How well does the student identify the theme in “Harrison Bergeron?”</i></li> <li>● <i>EX: How well does the student analyze the interactions and relationship between Unoka and Okonkwo?</i></li> <li>● <i>EX: How well does the student analyze how Unoka’s relationship with Okonkwo influences Okonkwo’s thoughts and actions?</i></li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● <i>How well does the student support a claim with logical reasoning and relevant evidence?</i></li> <li>● <i>How well does the student analyze relationships among the details of a text and how they develop themes?</i></li> </ul>		
Section Length	4 lessons		0 lessons
Additional Supports for Diverse Learners	<i>Before the Section:</i> <ul style="list-style-type: none"> <li>● <i>Support for</i></li> </ul>	<i>During the Section:</i> <ul style="list-style-type: none"> <li>● <i>Support for</i></li> </ul>	<i>Additional Supports for SWSCD:</i>

	<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> <li>● <i>Support for Reading Fluency</i> <ul style="list-style-type: none"> <li>○ <i>Practice reading words and phrases</i></li> </ul> </li> </ul>	<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>○ <i>Additional text-dependent questions for Lesson 28</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Original and adapted versions of <i>The Giver</i></i></li> <li>● <i>Louisiana Connectors</i></li> <li>● <i>Essential Elements Cards – <u>Grades 6-8 Literature</u></i></li> <li>● <i>Student Response Modes– <u>ELA</u></i></li> <li>● <i>IEP Goals</i></li> <li>● <i>Assistive Technology</i></li> <li>● <i>Additional Supports for Diverse Learners –Section 07 of Grade 07 <i>The Giver</i></i></li> <li>● <i><u>English Language Arts Guidebook Reading Support</u></i></li> <li>● <i>Word lists (e.g., passage-specific words and high frequency words)</i></li> <li>● <i>Performance Product/Writing rubric</i></li> <li>● <i>Vocabulary words and student-friendly definitions</i></li> </ul>
<p><i>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.</i></p>			

### Lesson Overview

Lesson Number	Lesson 31: Summarize "Harrison Bergeron"	<u>Lesson is optional.</u>
Description	In this lesson, students will read "Harrison Bergeron," define unfamiliar words in context, and summarize the text.	
Let's Express Our Understanding	<p>How is the phrase "unceasing vigilance" important to the events and plot of the text?</p> <ul style="list-style-type: none"> <li>● Write a paragraph to explain your answer.</li> <li>● Draw upon your summary and vocabulary work to support your response.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students write a clear summary of "Harrison Bergeron?"</li> <li>● Can students provide evidence to support the importance of the phrase in the text?</li> </ul>	
Text(s)	"Harrison Bergeron" by Kurt Vonnegut	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Chart paper</li> <li>● Markers</li> <li>● Semantic map handout</li> <li>● Paper</li> <li>● Summarizing strategy handout</li> <li>● Accountable talk conversation stems</li> <li>● Accountable talk strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio Recording</u> of "Harrison Bergeron"</li> <li>● Guiding questions</li> <li>● Student-friendly definition for difficult words</li> <li>● Choral or echo reading</li> <li>● Transitions and evidence sentence starters learning tool</li> <li>● Writing or grammar mini-lesson</li> </ul>

**Lesson Overview -- Optional**

<i>Lesson Number</i>	<i>Lesson 32: Analyze characters from "Harrison Bergeron" and their points of view - optional</i>	
<i>Description</i>	<i>In this lesson, students will reread "Harrison Bergeron," analyze characterization and their differences, and determine how the characters' perspectives/points of view on the rules of their society differ.</i>	
<i>Let's Express Our Understanding</i>	<i>Write a paragraph in response to the following prompt: Compare and contrast Harrison Bergeron and Jonas in The Giver. Cite text evidence to support your response.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students compare and contrast Harrison and Jonas?</i></li><li>• <i>Can students provide evidence in their written comparison?</i></li></ul>	
<i>Text(s)</i>	<i>"Harrison Bergeron"</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>• <i>Character analysis handout</i></li><li>• <i>Accountable talk conversation stems</i></li><li>• <i>Accountable talk strategy guide</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>• <i><u>Audio Recording</u> of "Harrison Bergeron"</i></li><li>• <i>Guiding questions</i></li></ul>

### Lesson Overview

Lesson Number	Lesson 33: Determine themes, engage in scholarly discussion - optional	<u>Lesson is optional.</u>
Description	In this lesson, students will determine a theme for "Harrison Bergeron" as it relates to equality and individuality. Students also define Sameness and equality and gather evidence from "Harrison Bergeron" and The Giver. Then, students will engage in a scholarly discussion about key themes and ideas from both texts.	
Let's Express Our Understanding	Revisit the themes we determined earlier in the lesson: To what extent are equality and individuality mutually exclusive (unable to exist at the same time)? Use evidence from both "Harrison Bergeron" and The Giver to support your thinking.	
Lesson Look-Fors	<ul style="list-style-type: none"><li>• Can students explain how equality and individuality cannot exist at the same time?</li><li>• Can students provide evidence from both texts to support their response?</li></ul>	
Text(s)	<i>"Harrison Bergeron" by Kurt Vonnegut</i> <i>The Giver by Lois Lowry</i>	

<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"> <li>● <i>Chart paper</i></li> <li>● <i>Markers</i></li> <li>● <i>“Sameness” and “Equality” handout</i></li> <li>● <i>Accountable talk conversation stems</i></li> <li>● <i>Accountable talk strategy guide</i></li> <li>● <i>Teacher talk moves</i></li> <li>● <i>Discussion tracker</i></li> </ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"> <li>● <i><u>Audio recording of The Giver</u></i></li> <li>● <i><u>Audio Recording of “Harrison Bergeron”</u></i></li> <li>● <i>Guiding questions</i></li> </ul>
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<i>Lesson Overview</i>		
<i>Lesson Number</i>	<i>Lesson 34: Timed writing</i>	<i><u>Lesson is optional.</u></i>
<i>Description</i>	<i>In this lesson, students are given 35 minutes to conduct a timed writing in response to a prompt about “Harrison Bergeron” and The Giver.</i>	
<i>Let’s Express Our Understanding</i>	<i>What are the similarities and differences in the point of view of Harrison and Jonas, and the way each character responds to his society and interacts with other characters? Cite textual evidence to support your response.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"> <li>● <i>Can students explain similarities and differences in Harrison and Jonas?</i></li> <li>● <i>Can students provide evidence to support their response?</i></li> </ul>	
<i>Text(s)</i>	<i>“Harrison Bergeron” by Kurt Vonnegut</i> <i>The Giver by Lois Lowry</i>	

<b>Materials</b>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Timer</i></li> <li>● <i>Analyzing character handout</i></li> <li>● <i>Paper</i></li> <li>● <i>Analytical writing scoring tool</i></li> <li>● <i>Painted Essay document</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i><u>Audio recording of The Giver</u></i></li> <li>● <i><u>Audio Recording of "Harrison Bergeron"</u></i></li> <li>● <i>Guiding questions</i></li> <li>● <i>Thesis frame</i></li> <li>● <i>Writing or grammar mini-lesson</i></li> </ul>
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Section Overview		
Section Number	Section 9	<b>Modified Section Overview</b>
Description	The Giver	Original and adapted versions of <i>The Giver</i>
Assessment	<p>Students will produce an essay for the culminating writing task.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the how Jonas' experiences develop the theme of <i>The Giver</i>.</p>	<p><i>Students will create a persuasive essay demonstrating their understanding of how Jonas' experiences develop the theme of The Giver.</i></p> <p><b><i>Culminating task connections:</i></b></p> <p>Students demonstrate their understanding of the how Jonas' experiences develop the theme of The Giver.</p> <p>Students also demonstrate their ability to write a persuasive essay which includes: an introduction that introduces a claim</p>



	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify the theme of <i>The Giver</i>?</li> <li>• How well does the student analyze how Jonas' experiences develop the theme?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use knowledge of language and its conventions when writing?</li> <li>• How well does the student determine the theme of a text and analyze its development over the course of the text?</li> </ul>	<p>(i.e., a statement of the determined theme) and a body that logically organize two reasons to support the claim. They also use transition words and/or phrases to link the claim and reasons, identify two relevant text-based (e.g., quotations, events, character responses, etc.) to support each reason, provide a conclusion by restating the claim and reasons, and use conventions to produce clear writing. This prepares students to develop a permanent product analyzing the development of the theme.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify the theme of <i>The Giver</i>?</li> <li>• How well does the student identify relevant text-based evidence that shows how the Jonas' experiences develop the identified theme?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student use knowledge of language and its conventions when writing?</li> <li>• How well does the student logically group ideas to support the claim (i.e., the identified theme of a text) using reasons and text-based, relevant evidence to show its development over the course of the text.</li> </ul>
Section Length	4 lessons	4 lessons
Additional Supports for Diverse Learners (Optional)		<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Writing Template organized by Introduction, Body (reasons and evidence), and Conclusion (see Painted Essay Structure)</li> <li>• Writer's Checklists (Good Writer's List and Completion Checklist)</li> <li>• Previously generated materials, completed activities and graphic organizers to use as reference materials and information sources</li> </ul>

		<ul style="list-style-type: none"> <li>● Writing Rubric</li> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Louisiana Connectors</li> <li>● Essential Elements Cards – <a href="#">Grades 6-8 Literature</a></li> <li>● Student Response Modes– <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners –Section 09 [CT1] of Grade 07 <i>The Giver</i></li> <li>● Word lists (e.g., passage-specific words and high frequency words)</li> <li>● Culminating task directions</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 35: Introducing the culminating writing task: determining themes	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students review the Culminating Writing Task directions and expectations, and determine themes that Lowry conveys in <i>The Giver</i> and begin to gather evidence in preparation for completing their Culminating Writing Task.	Students create an essay (performance product) that responds to the question: What is a theme of <i>The Giver</i> ? What evidence from the text about the main character helps the reader understand this theme?

Let's Express Our Understanding	Write a thesis or claim statement in response to the prompt: How do Jonas' experiences develop a theme over the course of <i>The Giver</i> ? Be sure your statement addresses the prompt and includes two reasons that can be developed in your essay.		Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims. (LC.W.7.1a) (NOTE: The student is not expected to acknowledge alternate or opposing claims.)  With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). (LC.W.7.5a)  Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas. LC.W.7.1d  Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader) LC.W.7.4  Determine the theme or central idea of a text. (LC.RL.7.2a)  Analyze the development of the theme or central idea over the course of the text. (LC.RL.7.2b)
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students write a thesis statement with two reasons?</li> <li>• Can students provide reasons that can be developed in the Culminating Writing Task?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify a big idea conveyed in <i>The Giver</i> to create a claim statement (i.e., theme)?</li> <li>• Can students provide two reasons that can be developed in their essay?</li> <li>• Can students use transition words to connect the reasons to the claim/theme?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Literary Analysis Task and</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Guiding questions</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Writing Template organized by Introduction, Body (reasons and evidence), and Conclusion (see Painted Essay Structure)</li> <li>• Writer's Checklists (Good Writer's List and Completion Checklist)</li> </ul>

Research  
Simulation Task  
Scoring Rubric

- Analyzing theme handout
- Split-page notes handouts from unit
- Chart paper
- Markers
- Gallery walk strategy guide
- Accountable talk conversation stems
- Accountable talk strategy guide

- Writing or grammar mini-lesson

- Previously generated materials, completed activities and graphic organizers to use as reference materials and information sources
- Reread draft including claim/theme and two reasons
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.3a & LC.RL.7.6):
  - Sort cards (refer to Essential Elements Card for instructional ideas)
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers (refer to Essential Elements Cards for instructional ideas)
  - Highlighted text
  - 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

## Lesson Overview

Lesson Number	Lesson 36: Culminating writing task: revising a claim and gathering evidence	<i>SWSCD Lesson Focus</i>
Description	In this lesson, students draft and revise claims for the culminating writing task. Students identify reasons and gather relevant evidence to support their claims.	In this lesson, students continue to draft and revise their persuasive essay. Students gather relevant, text-based evidence to support their claims.
Let's Express Our Understanding	<p>Share your handout with a partner. Review your partner's handout and provide feedback for the body paragraphs:</p> <ul style="list-style-type: none"> <li>● How well does the selected evidence support the reason and claim?</li> <li>● What questions or suggestions do you have?</li> </ul>	<p>Share your handout including your claim/theme and reasons with a partner. Review your partner's handout and provide feedback for the body paragraphs:</p> <ul style="list-style-type: none"> <li>● How well does the selected evidence support each reason and the claim/theme? What questions or suggestions do you have?</li> </ul> <p>With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types). LC.W.7.5.b</p> <p>Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims. (LC.W.7.1a)</p> <p>Support the claim with logical reasoning and relevant evidence from credible sources. (LC.W.7.1c)</p>

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students evaluate their partner's claim?</li> <li>● Can students provide feedback on their partner's claim?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students provide comments on a peer's claim?</li> <li>● Can students provide feedback on how well the two reasons support and can be developed in their peers' claim?</li> <li>● Can students make revisions based on peer's feedback and evaluation?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Culminating Writing Task Directions</li> <li>● Literary Analysis Task and Research Simulation Task Scoring Rubric</li> <li>● Analyzing theme handout</li> <li>● Split-page notes handouts from unit</li> <li>● Prepare to write your essay handout</li> <li>● Painted essay handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> <li>● Model student writing</li> <li>● Writing and grammar mini-lesson</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>● Writing Template organized by Introduction, Body (reasons and evidence), and Conclusion (see Painted Essay Structure)</li> <li>● Writer's Checklists (Good Writer's List and Completion Checklist)</li> <li>● Culminating Task Writing Rubric</li> <li>● Original and adapted versions of <i>The Giver</i></li> <li>● Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> </ul> </li> </ul>

- Organizational frames for writing strategy guide
- SODA strategy
- Accountable talk conversation stems

- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports

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Lesson Overview		
Lesson Number	Lesson 37: Culminating writing task: writing a first draft	SWSCD Lesson Focus
Description	In this lesson, students write the first draft form the culminating writing task to demonstrate their understanding of <i>The Giver</i> .	In this lesson, students write the first draft of their persuasive essay.
Let's Express Our Understanding	<p>Write a draft response to the culminating writing task prompt.</p> <p>How do Jonas' experiences develop a theme over the course of <i>The Giver</i>?</p>	<p>Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims. (LC.W.7.1a) (NOTE: The student is not expected to acknowledge alternate or opposing claims.)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. LC.W.7.1</p> <p>Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader). LC.W.7.4</p> <p>With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types. LC.W.7.5b</p>



Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify the theme of <i>The Giver</i> and how Jonas' experience develops the theme?</li> <li>• Can students provide evidence from the text in their writing?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students create a claim/theme statement?</li> <li>• Can students provide relevant, text-based evidence that can be developed in their persuasive essay?</li> <li>• Can students write a first draft that includes an introduction, body, and conclusion?</li> </ul>
Text(s)	<i>The Giver</i> by Lois Lowry		<i>The Giver</i> by Lois Lowry
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Literary Analysis Task and Research Simulation Task Scoring Rubric</li> <li>• Analyzing theme handout</li> <li>• Split-page notes handouts from unit</li> <li>• Prepare to write your essay handout</li> <li>• Modeling student examples strategy guide</li> <li>• Accountable talk</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Writing or grammar mini-lesson</li> </ul>	<p>Additional Supports for SWSCD:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of <i>The Giver</i></li> <li>• Checklist based on the SODA strategy to evaluate claim/theme</li> <li>• Writing Template organized by Introduction, Body (reasons and evidence), and Conclusion (see Painted Essay Structure)</li> <li>• Writer's Checklists (Good Writer's List and Completion Checklist)</li> <li>• Culminating Task Writing Rubric</li> <li>• Essential Elements Cards – <u>Grades 6-8 Literature</u> (LC.RL.7.3a &amp; LC.RL.7.6): <ul style="list-style-type: none"> <li>○ Sort cards (refer to Essential Elements Card for instructional ideas)</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers (refer to Essential Elements Card for instructional ideas)</li> <li>○ Highlighted text</li> </ul> </li> </ul>

	<p>conversation stems</p>		<ul style="list-style-type: none"> <li>○ Preview of the text, illustrations, and details, frontloading</li> <li>○ Pictures, objects, or tactile representations to illustrate the key details</li> <li>○ Sentence strips that reflect text from the story that supports the key details</li> <li>○ Videos or story boards/cards of the story for visual supports</li> </ul>
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Lesson Overview		
Lesson Number	Lesson 38:Culminating writing task: revising your essay	<i>SWSCD Lesson Focus</i>
Description	<p>In this lesson, students will analyze a sample paragraph against the culminating writing task rubric. Students then revise a sample paragraph to use precise language and eliminate redundancy. Then students will revise their essays based on peer feedback, create a final draft, and publish their essay.</p>	<p>In this lesson, students will reread the complete draft of the persuasive essay draft and then check each component of the essay (introduction, body, and conclusion) using the culminating writing task rubric. Students then revise each component and use precise language and eliminate redundancy. Then students will revise their essays based on peer feedback, Writer’s Checklists, create a final draft, and publish their essay.</p>

Let's Express Our Understanding

Review your partner's feedback and make revisions to your essay. Publish a final draft of your essay.

Review your partner's feedback, evaluate suggestions, and make revisions to your essay. Publish a final draft of your essay.

Identify places in the draft essay where there are redundancies or where precise language is needed and revise.

Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader) LC.W.7.4

With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types). LC.W.7.5b

Use commas to separate coordinate adjectives. LC.L.7.2a

Spell words correctly. LC.L.7.2b

Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing). LC.W.7.6

Lesson Look-Fors	<ul style="list-style-type: none"><li>• Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt?</li><li>• Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</li></ul>	<ul style="list-style-type: none"><li>• Can students create and publish their final draft for the culminating writing task that clearly responds to the prompt?</li><li>• Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</li></ul>
Text(s)	<i>The Giver</i> by Lois Lowry	<i>The Giver</i> by Lois Lowry

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## Materials

### Lesson Materials:

- Culminating Writing Task Directions
- Literary Analysis Task and Research Simulation Task Scoring Rubric
- Highlighters
- Student essay
- Modeling student examples strategy guide
- Accountable talk conversation stems
- Teacher talk moves

### Possible Supports During the Lesson:

- Guiding questions

### Additional Supports for SWSCD:

- Original and adapted versions of *The Giver*
- Checklist based on the SODA strategy to evaluate claim/theme
- Writing Template organized by Introduction, Body (reasons and evidence), and Conclusion (see Painted Essay Structure)
- Writer's Checklists (Good Writer's List and Completion Checklist)
- Culminating Task Writing Rubric
- Spell Checkers; high frequency word lists; vocabulary words from the text
- Essential Elements Cards – Grades 6-8 Literature (LC.RL.7.3a & LC.RL.7.6):
  - Sort cards (refer to Essential Elements Card for instructional ideas)
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers (refer to Essential Elements Card for instructional ideas)
  - 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

**Section Overview – Optional**

<i>Section Number</i>	<i>Section 10</i>	<u><i>Section is optional</i></u>
<i>Description</i>	<i>The Giver</i>	
<i>Assessment</i>	<p><i>Students complete the extension task by writing an essay, creating a multimedia presentation, and presenting presentations to the class.</i></p> <p><b><i>Culminating task connections:</i></b></p> <p><i>N/A - Students completed the culminating writing task in the previous section.</i></p> <p><b><i>Reading/Knowledge Look Fors:</i></b></p> <ul style="list-style-type: none"> <li>● <i>How well do students create and present their multimedia presentations to the class?</i></li> <li>● <i>How well do students participate in a discussion about the unit essential questions?</i></li> </ul> <p><b><i>Writing/ELA Skill Look Fors:</i></b></p> <ul style="list-style-type: none"> <li>● <i>How well does the student gather relevant information from multiple sources?</i></li> <li>● <i>How well does the student present claims and findings, in a coherent manner, using multimedia components in presentations?</i></li> </ul>	
<i>Section Length</i>	<i>6 lessons</i>	<i>0 Lessons</i>
<i>Additional Supports for Diverse Learners</i>	<p><i>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.</i></p>	

### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 39: Introducing the extension task: determine themes of independent reading novels, compare to The Giver</i>	<u><i>Lesson is optional.</i></u>
<i>Description</i>	<i>In this lesson, students will review the Extension Task directions and the expectations of the Extension Task. Students will discuss the themes of their independent reading novels with their groups. Students will compare and contrast themes of their independent reading novels with The Giver.</i>	
<i>Let's Express Our Understanding</i>	<ul style="list-style-type: none"><li>● <i>Select one theme that you discussed in your group.</i></li><li>● <i>Write a thesis or claim statement in response to the prompt: Identify a theme from your independent reading novel and how it is developed through the text.</i></li><li>● <i>Then, jot notes about how this theme compares to a theme of The Giver.</i></li></ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>● <i>Can students identify the theme from their independent reading novel?</i></li><li>● <i>Can students provide evidence as to the development of the theme from their independent reading novel?</i></li></ul>	
<i>Text(s)</i>	<i>Independent reading novel</i>	

<i>Materials</i>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Extension task directions</i></li> <li>● <i>Analyzing theme handout</i></li> <li>● <i>Independent reading novel</i></li> <li>● <i>Independent reading log and notes</i></li> <li>● <i>Accountable talk conversation stems</i></li> <li>● <i>Multimedia Presentation Rubric</i></li> <li>● <i>Literary Analysis Task and Research Simulation Task Scoring Rubric</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i>Guiding questions</i></li> </ul>
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<i>Lesson Overview</i>		
<i>Lesson Number</i>	<i>Lesson 40: Extension task: revising a claim and gathering evidence</i>	<u><i>Lesson is optional.</i></u>
<i>Description</i>	<i>In this lesson, students begin the writing process to answer the prompt for the extension task essay. Students will draft a claim, revise a claim given peer feedback, and begin to gather evidence to support the claim.</i>	
<i>Let's Express Our Understanding</i>	<ul style="list-style-type: none"> <li>● <i>Share your handout with a partner.</i></li> <li>● <i>Review your partner's handout and provide feedback for the body paragraphs:</i> <ul style="list-style-type: none"> <li>○ <i>How well does the selected evidence support the reason and claim?</i></li> <li>○ <i>What questions or suggestions do you have?</i></li> </ul> </li> </ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"> <li>● <i>Can students write a claim in response to the extension task?</i></li> <li>● <i>Can students provide evidence to support the claim?</i></li> </ul>	



<i>Text(s)</i>	<i>Independent reading novel</i> <i>The Giver by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>● <i>Extension task directions</i></li><li>● <i>Extension task prepare to write your essay handout</i></li><li>● <i>Extension task painted essay handout</i></li><li>● <i>Notes or handouts from the unit: split-page notes handout, reading logs, analyzing theme handout</i></li><li>● <i>Organizational frames strategy guide</i></li><li>● <i>SODA strategy</i></li><li>● <i>Accountable talk conversation stems</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>● <i>Guided questions</i></li><li>● <i>Writing or grammar mini-lesson</i></li></ul>

## Lesson Overview

<i>Lesson Number</i>	<i>Lesson 41: Extension task essay: writing and revising a first draft.</i>	<i>Lesson is optional</i>
<i>Description</i>	<i>In this lesson, students continue engaging in the writing process to answer the prompt for the extension task. Students develop a first draft essay to demonstrate their understanding of the independent reading novel and how it connects to The Giver. Students will give and receive peer feedback to revise their essay.</i>	
<i>Let's Express Our Understanding</i>	<i>Review your partner's feedback and make revisions to your essay. Edit and publish the final draft of your essay.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>● <i>Can students use feedback to make revisions to their essay?</i></li><li>● <i>Can students provide evidence from the text to support their response, use conventions to produce a clearly written essay, and publish a final draft?</i></li></ul>	
<i>Text(s)</i>	<i>Independent reading novel The Giver by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>● <i>Extension task directions</i></li><li>● <i>Extension task prepare to write your essay handout</i></li><li>● <i>Notes or handouts from the unit: split-page notes handout, reading logs, analyzing theme handout</i></li><li>● <i>Paper</i></li><li>● <i>Modeling student examples strategy guide</i></li><li>● <i>Accountable talk conversation stems</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>● <i>Transitions and Evidence sentence starters learning tools</i></li><li>● <i>Writing or grammar mini-lesson</i></li><li>● <i>Guiding questions</i></li></ul>

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### *Lesson Overview*

<i>Lesson Number</i>	<i>Lesson 42: Analyze an exemplar and organize your multimedia presentation</i>	<u><i>Lesson is optional.</i></u>
<i>Description</i>	<i>In this lesson, students analyze an exemplar multimedia presentation to identify important characteristics of the genre. Student work in groups to organize their multimedia presentations comparing their independent reading novels to The Giver.</i>	
<i>Let's Express Our Understanding</i>	<p><i>Work with your group to complete the storyboard for your presentation.</i></p> <ul style="list-style-type: none"> <li>● <i>In each box, identify the key ideas/text you will include, and the visuals that will best convey these ideas.</i></li> <li>● <i>Determine the most logical way to present these ideas to viewers.</i></li> </ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"> <li>● <i>Can students explain logical ways to present key ideas from the text?</i></li> <li>● <i>Can students provide key ideas from the text to use in their multimedia presentation?</i></li> </ul>	
<i>Text(s)</i>	<p><i>Independent reading novel</i></p> <p><i>The Giver by Lois Lowry</i></p>	
<i>Materials</i>	<p><i>Lesson Materials:</i></p> <ul style="list-style-type: none"> <li>● <i>Analyzing theme handout</i></li> <li>● <i>Exemplar presentation</i></li> <li>● <i>Extension task directions</i></li> <li>● <i>Extension task presentation rubric</i></li> <li>● <i>Presentation storyboard handout</i></li> <li>● <i>Teacher talk moves</i></li> <li>● <i>Accountable talk conversation stems</i></li> </ul>	<p><i>Possible Supports During the Lesson:</i></p> <ul style="list-style-type: none"> <li>● <i>Guiding questions</i></li> <li>● <i>Model completion of presentation handout</i></li> </ul>

### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 43: Incorporating multimedia effectively to clarify, support, and enhance our presentations</i>	<i>Lesson is optional.</i>
<i>Description</i>	<i>In this lesson, students analyze an exemplar presentation and plan how to incorporate multimedia in their own presentation. Students work with their group to begin creating the presentation.</i>	
<i>Let's Express Our Understanding</i>	<ul style="list-style-type: none"><li>• <i>Work with your group to begin creating multimedia presentation.</i></li><li>• <i>Use the outline you created on the storyboard handout as you work.</i></li></ul>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students</i></li><li>• <i>Can students</i></li></ul>	
<i>Text(s)</i>	<i>Independent reading novel</i> <i>The Giver by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>• <i>Exemplar presentation</i></li><li>• <i>Extension task directions</i></li><li>• <i>Extension task presentation rubric</i></li><li>• <i>Presentation storyboard handout</i></li><li>• <i>Teacher talk moves</i></li><li>• <i>Accountable talk conversation stems</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>• <i>Guiding questions</i></li><li>• <i>Mini-lesson on using Prezi (or other presentation platform)</i></li><li>• <i>Image bank</i></li></ul>

### Lesson Overview

Lesson Number	Lesson 44	<u>Lesson is optional.</u>
Description	In this lesson, students present their extension task multimedia projects with their group. Students evaluate their peers' projects and give feedback.	
Let's Express Our Understanding	<ul style="list-style-type: none"><li>• What makes an ideal society?</li><li>• How much should the government be able to control/limit your individual rights for the benefit of society?</li><li>• In what ways are we influenced by our society? How can one person impact his/her society?</li></ul>	
Lesson Look-Fors	<ul style="list-style-type: none"><li>• Can students participate in a group discussion about the unit essential questions?</li><li>• Can students provide evidence and details during the discussion of the unit essential questions?</li></ul>	
Text(s)	Multimedia Presentation	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"><li>• Extension task directions</li><li>• Extension task presentation rubric</li><li>• Multimedia presentation</li><li>• Peer feedback handout</li><li>• Teacher talk moves</li><li>• Accountable talk conversation stems</li></ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"><li>• Guiding questions</li></ul>

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## Section Overview

<i>Section Number</i>	<i>Section 11</i>	<u><i>Section is optional.</i></u>
<i>Description</i>	<i>The Giver</i>	
<i>Assessment</i>	<p><i>Students are given approximately 35 minutes to write a multiparagraph essay, for the cold-read task, that summarizes how the memory portrayed in <i>The Giver</i> and explains how Lowry uses and alters that memory as inspiration of the novel. Cite evidence from both <i>The Giver</i> and “Newbery Acceptance Speech, June 1994” to support your response. Be sure to observe the conventions of standard English.</i></p> <p><b><i>Culminating task connections:</i></b> <i>Students completed the culminating writing task in a previous section.</i></p> <p><b><i>Reading/Knowledge Look Fors:</i></b></p> <ul style="list-style-type: none"><li><i>• How well does the student summarize the memory used as inspiration for <i>The Giver</i>?</i></li><li><i>• How well does the student explain how the memory is altered for use in <i>The Giver</i>?</i></li></ul> <p><b><i>Writing/ELA Skill Look Fors:</i></b></p> <ul style="list-style-type: none"><li><i>• How well does the student cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text?</i></li><li><i>• How well does the student produce clear and coherent writing to address a writing prompt?</i></li></ul>	
<i>Section Length</i>	<i>2 lessons</i>	<i>0 lessons</i>



*Additional Supports for  
Diverse Learners (Optional)*

*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.*

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## Lesson Overview

Lesson Number	Lesson 45: Cold-read task, multiple choice questions.	<u>Lesson is optional.</u>
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of new texts through multiple choice questions for the cold-read task.	
Let's Express Our Understanding	<p>Students are given 35 minutes to read and answer 8 questions.</p> <ul style="list-style-type: none"><li>● Read lines 6-8 of "The Road Not Taken"<ul style="list-style-type: none"><li>○ "Then took the other, as just as fair,/And having perhaps the better claim,/Because it was grassy and <u>wanted wear.</u>"</li><li>○ What is the meaning of wanted wear as it is used in the poem?</li></ul></li><li>● Read lines 19-20 of "The Road Not Taken"<ul style="list-style-type: none"><li>○ "I took the one less traveled by / And that has made all the difference?"</li><li>○ How do these lines impact the tone of the poem?</li></ul></li><li>● Which sentence best explains how the structure of the poem "The Road Not Taken" contributes to its meaning?</li><li>● What is the theme of "The Road Not Taken?"</li><li>● Which sentence best explains how the memory of riding her bike through Shibuya influences Lois Lowry?</li><li>● Complete the chart below to identify the claims Lowry makes in her "Newbery Acceptance Speech" and the evidence she uses to support each claim.</li><li>● How do the children's letters expressing the "right ending" of <i>The Giver</i> contribute to the overall development of ideas in the speech?</li><li>● Which sentence best explains how Frost and Lowry shape their perspectives on making choices in life?</li></ul>	

<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students accurately respond to text dependent questions on a cold-read assessment?</i></li><li>• <i>Can students identify supporting evidence for specific text dependent questions?</i></li></ul>	
<i>Text(s)</i>	<i>“The Road Not Taken” by Robert Frost</i> <i>“Newbery Acceptance Speech” by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>• <i>Cold-read task</i></li><li>• <i>Cold-read task answer sheet</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>• <i><u>Audio recording of “The Road Not Take”</u></i></li></ul>

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### Lesson Overview

<i>Lesson Number</i>	<i>Lesson 46: Cold-read task, essay response</i>	<i><u>Lesson is optional.</u></i>
<i>Description</i>	<i>In this lesson, students demonstrate their ability to read, understand, and express understanding of two new texts by writing a multi-paragraph essay.</i>	
<i>Let's Express Our Understanding</i>	<i>Students are given approximately 35 minutes to write a multiparagraph essay that summarizes how the memory portrayed in <i>The Giver</i> and explains how Lowry uses and alters that memory as inspiration of the novel. Cite evidence from both <i>The Giver</i> and "Newbery Acceptance Speech, June 1994" to support your response. Be sure to observe the conventions of standard English.</i>	
<i>Lesson Look-Fors</i>	<ul style="list-style-type: none"><li>• <i>Can students summarize and explain how Lowry alters the memory and uses it as inspiration for the novel?</i></li><li>• <i>Can students provide evidence to support their responses?</i></li></ul>	
<i>Text(s)</i>	<i>"The Road Not Taken" by Robert Frost</i> <i>"Newbery Acceptance Speech" by Lois Lowry</i>	
<i>Materials</i>	<i>Lesson Materials:</i> <ul style="list-style-type: none"><li>• <i>Cold-read task</i></li><li>• <i>Cold-read task answer sheet</i></li></ul>	<i>Possible Supports During the Lesson:</i> <ul style="list-style-type: none"><li>• <i><u>Audio recording</u> of "The Road Not Take"</i></li></ul>