

## Grade 7 –Written in Bone

### 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, TLA Exemplar, *Written in Bone*

Unit Overview		
Grade	7	Modified Unit Overview
Guidebook Text	<i>Written in Bone</i>	Original and adapted versions of <i>Written in Bone</i> .
Unit Description	<p>We will read <i>Written in Bone</i> by Sally M. Walker and a series of related literary and informational texts to explore the question: How do different texts offer unique historical perspectives and why do authors sometimes alter details of history to serve a purpose? We will express our understanding by writing a fictionalized version of a historical account.</p>	<p>Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Written in Bone</i> by Sally M. Walker to explore the question: <i>How do different texts offer unique historical perspectives and why do authors sometimes alter details of history to serve a purpose?</i></p> <p>To address this question, students will explore how the idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>.</p>
Essential Question	<i>How do different texts offer unique historical perspectives and why do authors sometimes alter details of history to serve a purpose?</i>	<i>How do different texts offer unique historical perspectives and why do authors sometimes alter details of history to serve a purpose?</i>
Culminating Task	<p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. What is another central idea of the text? How are both ideas developed over the course of the text?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text.</li> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> </ul>	<p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. Create a permanent product to explain two central ideas of the text and how they are developed over the course of the text. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text. <ul style="list-style-type: none"> <li>○ The additional central idea explored in the exemplar is that meticulous planning is required to maximize the information gathered while preserving the integrity of the artifacts</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>	<ul style="list-style-type: none"> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Your permanent product should develop a central idea using logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p> <p><b>LC.RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
Sections & Lessons	10 Sections, 42 Lessons	6 sections, 18 Lessons

Assessment Overview			
Guidebook Assessment Overview			Modified Assessment Overview
Culminating Writing Task	Students write a multiparagraph essay in response to the prompt: The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i> . What is another central idea of the text? How are both ideas developed over the course of the text?	<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 support a claim that the idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>.</p> <p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. Create a permanent product to explain two central ideas of the text and how they are developed over the course of the text. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text. <ul style="list-style-type: none"> <li>○ The additional central idea explored in the exemplar is that meticulous planning is required to maximize the information gathered while preserving the integrity of the artifacts</li> </ul> </li> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Your permanent product should develop a central idea using logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p> <p><b>LC.RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
Cold-Read Task	Students read "Puzzles of Chesapeake" from <i>Written in Bone</i> and "Forensic	<ul style="list-style-type: none"> <li>-Assessment</li> <li>-Answer Key</li> </ul>	<u>Task is optional</u>

	<p>Anthropology.” Students also view “30,000 Skeletons.” Then students answer a combination of questions.</p>	<ul style="list-style-type: none"><li>-Answer Sheet</li><li>-Grades 6-8 writing rubric</li></ul>	
<p>Extension Task</p>	<p>Students conduct research about a “story” not told about life in Jamestown and in the texts of the unit. Then students write a narrative conveying the experiences or events (real or fictionalized).</p>	<ul style="list-style-type: none"><li>-Extension task directions</li><li>-Exemplar student response</li> <li>-Narrative writing rubric</li></ul>	<p><u>Task is optional</u></p>

## Section Overview

Section Number	Section 1	Modified Section Overview
Description	Written in Bone	Original and adapted versions of Written in Bone.
Assessment	<p>Students write a response to the question: “Why is such a technical process followed?”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the archaeological process used to develop the central idea of the chapter. This prepares students to analyze central ideas, and how they are developed in a text.</p> <p>Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the central idea of the chapter?</li> <li>● How well does the student analyze informational text structures and author’s craft to increase understanding of the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use conventions to produce a written response?</li> <li>● How well does the student provide textual evidence to support the central idea of the text?</li> </ul>	<p>Students write a two to four sentence response to the question: “Why is such a technical process followed?” Sentences must include claim and text evidence. This can be done using paragraph or list claim/text evidence chart.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the archaeological process used to develop the central idea of the chapter. This prepares students to analyze central ideas, and how they are developed in a text.</p> <p>Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the central idea of the chapter?</li> <li>● How well does the student analyze informational text structures and author’s craft to increase understanding of the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use conventions to produce a written response?</li> </ul>

		<ul style="list-style-type: none"> <li>● How well does the student provide textual evidence to support the central idea of the text?</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 <ul style="list-style-type: none"> <li>■ “Oranges”</li> </ul> </li> </ul> </li> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Let’s Set the Context video <ul style="list-style-type: none"> <li>■ <a href="#">“The Mystery of Roanoke Colony”</a></li> <li>■ <a href="#">“The Advantages of Knowing the Land”</a></li> <li>■ <a href="#">“Jamestown Through Time”</a></li> </ul> </li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of Written in Bone.</li> <li>○ <a href="#">Louisiana Connectors</a></li> <li>○ Essential Elements <a href="#">Grades 6-8 Literature</a></li> <li>○ Student Response Modes <a href="#">ELA</a></li> <li>○ <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Writing rubric to set expectations as appropriate.</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	<i>Lesson 1: Determine the meaning of unknown and multiple meaning words</i>	Modified Lesson Overview
Description	In this lesson, students use Greek and Latin roots and affixes to discuss the meaning of “forensic anthropology.” Students will preview <i>Written in Bone</i> by Sally M. Walker and discuss the title of the text.	In this lesson, students use Greek and Latin roots and affixes to discuss the meaning of “forensic anthropology.” Students will preview <i>Written in Bone</i> by Sally M. Walker, and as needed <a href="#">adapted versions</a> and discuss the title of the text. <ul style="list-style-type: none"> <li>● LC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> <li>● LC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</li> <li>● LC.RI.7.7 Compare/contrast how two or more authors write or present about the same topic.</li> </ul>
Let’s Express Our Understanding	In your reading log, pretend you are writing a paragraph to a student who was absent, explaining what we learned today. Include the following in your paragraph: <ul style="list-style-type: none"> <li>● four sentences</li> <li>● an overview of <i>Written in Bone</i> based on what we learned today</li> <li>● two new concepts/words               <ul style="list-style-type: none"> <li>○ forensic anthropology</li> <li>○ grave</li> </ul> </li> </ul>	In your reading log, pretend you are writing a paragraph to a student who was absent, explaining what we learned today. Include the following in your paragraph: <ul style="list-style-type: none"> <li>● Two to four sentences</li> <li>● an overview of <i>Written in Bone</i> based on what we learned today</li> <li>● One or two new concepts/words               <ul style="list-style-type: none"> <li>○ forensic anthropology</li> <li>○ grave</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students provide a written overview of the book?</li> <li>● Can student determine the meaning of “forensic anthropology”?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students provide a written or oral overview of the book?</li> <li>● Can students determine the meaning of “forensic anthropology”?</li> </ul>
Text(s)	<i>Written in Bone</i> by Sally M. Walker	<i>Written in Bone</i> by Sally M. Walker



Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Greek and Latin roots and affixes handout</li> <li>● Dictionary</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Transitions learning tool</li> <li>● Evidence sentence starters learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Vocabulary task</li> <li>● Guiding questions</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> <li>● Sentence stems</li> <li>● ELL collaborate in native language</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RI.7.7)</a>: <ul style="list-style-type: none"> <li>○ Highlighted information within the text •</li> <li>○ Graphic organizers</li> <li>○ Venn Diagram</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>
	<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: Identifying conclusions and evaluating evidence in an informational text</i>	<b>Modified Lesson Overview</b>

Description	<p>In this lesson, students read chapter 1 of <i>Written in Bone</i> and determine the meaning of unknown words, identify conclusions, and evaluate the evidence that supports each conclusion.</p>		<p>In this lesson, students read chapter 1 of <i>Written in Bone</i>, and as needed the <a href="#">adapted versions</a> .</p> <ul style="list-style-type: none"> <li>● LC.RI.7.8a Identify an argument or claim that the author makes.</li> <li>● LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence.</li> <li>● LC.RI.7.8c Distinguish claims or arguments from those that are supported by evidence from those that are not.</li> </ul>
Let's Express Our Understanding	<p>Students determine if the evidence is relevant and sufficient to support the conclusion drawn in the text.</p>		<p>Students determine if the evidence is relevant and sufficient to support the conclusion drawn in the text.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify conclusions drawn in the text?</li> <li>● Can students determine if the evidence is relevant and sufficient to support the conclusion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify one conclusion drawn in the text?</li> <li>● Can students determine if the evidence is relevant to the conclusion and sufficient to support the conclusion?</li> </ul>
Text(s)	<p><i>Written in Bone</i> by Sally M. Walker</p>		<p><i>Written in Bone</i> by Sally M. Walker</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Conversation stems learning tool</li> <li>● Conclusions and evidence handout</li> <li>● Greek and Latin roots and affixes handout</li> <li>● Dictionary</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Additional text dependent questions</li> <li>● Student-friendly definition for difficult words</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> <li>● Model completion of sentence stems</li> <li>● Small group</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RI.7.8)</a>: <ul style="list-style-type: none"> <li>○ Highlighted information within the text</li> <li>○ Graphic organizers</li> <li>○ Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>○ Sentence strips that reflect supporting details about the topic</li> <li>○ Videos or story boards/cards of the story for visual supports</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>○ Peer support, collaborative grouping</li> </ul>

**Lesson Overview**

Lesson Number	<i>Lesson 3: Analyzing the structure and an author's craft moves in an informational text</i>	Modified Lesson Overview
Description	In this lesson, students reread chapter 1 of <i>Written in Bone</i> to analyze text structures as well as how the author uses craft moves to enhance traditional informational text structures.	In this lesson, students reread chapter 1 of <i>Written in Bone</i> and as needed the <a href="#">adapted versions</a> to analyze text structures as well as how the author uses craft moves to enhance traditional informational text structures. <ul style="list-style-type: none"> <li>● LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul>
Let's Express Our Understanding	In your reading log, write four sentences that discuss the text structures and craft moves in chapter 1. Your response should include the following types of sentences. <ol style="list-style-type: none"> <li>1. Statement</li> </ol>	In your reading log, write two to four sentences that discuss the text structures and craft moves in chapter 1. Your response should include two of the following types of sentences. <ol style="list-style-type: none"> <li>1. Statement</li> </ol>

	<ol style="list-style-type: none"> <li>2. Question</li> <li>3. Exclamation</li> <li>4. command</li> </ol>	<ol style="list-style-type: none"> <li>2. Question</li> <li>3. Exclamation</li> <li>4. Command</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify how text structure and craft moves impact the reader’s understanding of the text?</li> <li>● Can students write a paragraph to identify text structure and craft moves used in chapter 1?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify how text structure and craft moves impact the reader’s understanding of the text?</li> <li>● Can students write a paragraph to identify text structure and craft moves used in chapter 1?</li> </ul>
Text(s)	<i>Written in Bone</i> by Sally M. Walker	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes (2 different colors)</li> <li>● Conversation stems learning tool</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Guiding questions</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> <li>● Model using sticky notes</li> </ul>
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text</a> (LC.RI.7.6): <ul style="list-style-type: none"> <li>○ Squared paper to make cubes</li> <li>○ Graphic Organizer (Venn Diagram) • Various informational Texts</li> <li>○ Interactive White Board</li> <li>○ Pictures, objects or tactile representations to illustrate the topic, events or details</li> <li>○ Sentence strips that provide support for the authors point of view</li> <li>○ Videos or story boards/cards of the story for visual supports</li> <li>○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li> <li>○ Graphic organizers</li> <li>○ Highlighted information within the text</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>○ Simpler or shorter containing the same key information</li> <li>○ Peer support, collaborative grouping</li> </ul>

**Lesson Overview**

Lesson Number	<i>Lesson 4: Analyzing sentence structure and applying that analysis to writing</i>	Modified Lesson Overview
Description	In this lesson, students practice revising sentences to promote reader engagement and precise meaning. Students will write a paragraph to express their understanding of a central idea in chapter 1 from <i>Written in Bone</i> .	In this lesson, students practice revising sentences to promote reader engagement and precise meaning. Students will write a paragraph to express their understanding of a central idea in chapter 1 from <i>Written in Bone</i> and as needed the <a href="#">adapted versions</a> . . <ul style="list-style-type: none"> <li>● LC.RI.7.2a Determine the central idea of a text.</li> <li>● LC.RI.7.2b Analyze the development of the central idea over the course of the text.</li> <li>● LC.RI.7.2c Create an objective summary of a text.</li> </ul>
Let's Express Our Understanding	Respond to the following in your reading log: 5. Describe some of the processes that are used for archaeological digs. Why is such a technical process followed?	Respond to the following in your reading log: 5. Identify some of the processes that are used for archaeological digs. Why is such a technical process followed?

	<p>Include the following in your response:</p> <ul style="list-style-type: none"> <li>At least one sentence that reflects the structure of the mentor sentence.</li> </ul>	<p>Include the following in your response:</p> <ul style="list-style-type: none"> <li>At least one sentence that reflects the structure of the mentor sentence.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain why a technical process is used in archaeology?</li> <li>Can students produce a sentence that reflects the structure of the mentor sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Can students explain why a technical process is used in archaeology?</li> <li>Can students produce a sentence that reflects the structure of the mentor sentence?</li> </ul>	
Text(s)	<i>Written in Bone</i> by Sally M. Walker		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Conversation stems learning tool</li> <li>Reading Log</li> <li>Reading log strategy guide</li> <li>Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>Guiding questions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <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 7 <i>Written in Bone</i></li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions</li> <li>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text</a> (LC.RI.7.2): <ul style="list-style-type: none"> <li>Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise</li> <li>Various informational Texts</li> <li>Interactive White Board .</li> <li>Graphic Organizers</li> <li>Individual copies of informational texts for each student</li> <li>Informational coding sheet for each student</li> <li>Read aloud texts</li> <li>Deliver content using multi-media</li> <li>Preview of the text, illustrations, and details, frontloading</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>

			<ul style="list-style-type: none"> <li>○ Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>○ Simpler or shorter text with the same key events or details</li> </ul>

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**Section Overview**

Section Number	Section 2	Modified Section Overview
Description	Written in Bone	Original and <a href="#"><i>adapted version</i></a> of Written in Bone
Assessment	<p>Students write a response to the question: “How does the author’s word choice and the structure of the poem contribute to the meaning of the poem?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of text structure and the effect it has on the meaning of a text. This prepares students to analyze the structure of the text helps develop a central idea.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze the effect of word choice on the understanding of the text?</li> </ul>	<p>Students match a list of word choice/meaning examples to a list of text structure as a response to the question: “How does the author’s word choice and the structure of the poem contribute to the meaning of the poem?”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of text structure and the effect it has on the meaning of a text. This prepares students to analyze the structure of the text helps develop a central idea.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p>

	<ul style="list-style-type: none"> <li>● How well does the student identify the connotation in the poem?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine the implied meaning of unknown words in the text?</li> <li>● How well does the student produce clear and coherent writing appropriate to the task?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student match the word choice and structure to help understand the text?</li> <li>● How well does the student identify the connotation in the poem?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the implied meaning of unknown words in the text?</li> <li>● How well does the student analyze the meaning of the word usage vs. the structure of the text?</li> </ul>
Section Length	2 Lessons	2 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 <ul style="list-style-type: none"> <li>■ “Oranges”</li> </ul> </li> </ul> </li> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Let’s Set the Context video <ul style="list-style-type: none"> <li>■ <a href="#">“The Mystery of Roanoke Colony”</a></li> <li>■ <a href="#">“The Advantages of Knowing the Land”</a></li> <li>■ <a href="#">“Jamestown Through Time”</a></li> </ul> </li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of Written in Bone.</li> <li>○ <a href="#">Louisiana Connectors</a></li> <li>○ Essential Elements <a href="#">Grades 6-8 Literature</a></li> <li>○ Student Response Modes <a href="#">ELA</a></li> <li>○ <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> </ul> <ul style="list-style-type: none"> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>



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

### Lesson Overview

Lesson Number	<i>Lesson 5: Determining the meaning of unfamiliar words and paraphrasing poetry</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students read the poem, “Ode to the Virginian Voyage” by Michael Drayton and discuss unfamiliar words. Students paraphrase each stanza of the poem to improve understanding of the text.		In this lesson, students read the poem, “Ode to the Virginian Voyage” by Michael Drayton and as needed the <a href="#">adapted versions</a> . and discuss unfamiliar words. Students paraphrase each stanza of the poem to improve understanding of the text. <ul style="list-style-type: none"> <li>● RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li> <li>● LC.RL.7.2a Determine the theme or central idea of a text. • LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text.</li> </ul>
Let’s Express Our Understanding	Write a summary of the poem, “Ode to the Virginian Voyage.”		Paraphrase in two to four sentences each stanza of the poem, “Ode to the Virginian Voyage.”
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the meaning of unknown words in a text?</li> <li>● Can student accurately paraphrase the stanzas in the poem?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the meaning of unknown words in a text?</li> <li>● Can students accurately paraphrase the stanzas in the poem?</li> </ul>
Text(s)	“Ode to the Virginian Voyage” by: Michael Drayton		“Ode to the Virginian Voyage” by: Michael Drayton
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Stanza Strip</li> <li>● Chart Paper</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and adapted versions of “Ode to the Virginian Voyage.”</li> <li>● <a href="#">Student Response Modes</a></li> </ul>

- Markers
- Dictionary
- Reading Log
- Reading log strategy guide
- Conversation stems learning tool
- Teacher talk moves strategy guide

- Written in Bone*
- Choral reading strategy guide
  - Echo reading strategy guide
  - Allow ELL students to collaborate in their native language then join the discussion in English
  - ELL dictionary in native language
  - Model dictionary usage
  - Guiding questions
  - Model paraphrasing

- Adapting Lesson Plans
  - Additional Supports for Diverse Learners - Section 01 of Grade 7 *Written in Bone*
  - Images, phrases, sentences representing key concepts covered in the lesson
  - Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.2a\)](#):
- Read aloud texts and chapter books
  - 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

## Lesson Overview

Lesson Number	<i>Lesson 6: Analyzing how structure and an author's word choice impact a poem's meaning</i>		Modified Lesson Overview
Description	In this lesson, students read "Ode to the Virginian Voyage: and analyze the author's word choice and the poem's structure to determine how these elements contribute to the meaning of the poem.		In this lesson, students read "Ode to the Virginian Voyage: and as needed the <a href="#">adapted versions</a> . and analyze the author's word choice and the poem's structure to determine how these elements contribute to the meaning of the poem. <ul style="list-style-type: none"> <li>● RL.7.1 Cite several pieces of relevant evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
Let's Express Our Understanding	Write a paragraph explaining how the author's word choice and the structure of the poem contribute to the meaning of the poem.		Write a paragraph explaining how the author's word choice and the structure of the poem contribute to the meaning of the poem.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the author's word choice contributes to the poem's meaning?</li> <li>● Can students provide examples from the text to support their response?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the author's word choice contributes to the poem's meaning?</li> <li>● Can students provide examples from the text to support their response?</li> </ul>
Text(s)	"Ode to the Virginian Voyage" by: Michael Drayton		"Ode to the Virginian Voyage" by: Michael Drayton
Materials	<b>Lesson Materials:</b> <ul style="list-style-type: none"> <li>● Highlighter</li> <li>● Analyzing poetry handout</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Annotating text strategy guide</li> <li>● Accountable talk strategy guide</li> <li>● Teacher talk moves strategy guide</li> </ul>	<b>Possible Supports During the Lesson:</b> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Provide examples of connotative or figurative language</li> <li>● Sentence Frames</li> <li>● Model annotating text</li> <li>● Partner editing</li> <li>● Model using conversation stems</li> <li>● Guiding questions</li> </ul>	<b>Additional Supports for SWSCDs:</b> <ul style="list-style-type: none"> <li>● Original and adapted versions of "Ode to the Virginian Voyage."</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 7 Written in Bone</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text</a> <ul style="list-style-type: none"> <li>○ Read aloud texts</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Elements of a strong response</li> </ul>	<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>

**Section Overview**

Section Number	Section 3	<b>Modified Section Overview</b>
Description	Written in Bone	Original and <a href="#"><i>adapted version</i></a> of Written in Bone

Assessment	<p>Students complete a handout by following these directions:  “Complete the analyzing central ideas handout by adding textual evidence that supports the main idea in column three, list ways the author develops the topic in column four, and write a sentence that summarizes the central idea in column five.”</p> <p><b>Culminating task connections:</b>  Students demonstrate their understanding of the main idea of sections of a chapter from <i>Written in Bone</i>. This prepares students to analyze how a central idea is developed over the course of a text.</p> <p>Students also demonstrate their ability to identify the main idea, develop a response, provide 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 analyze the interactions and relationship in an informational text to develop understanding?</li> <li>● How well does the student analyze the development of the main idea in the chapters?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use clauses within a sentence?</li> <li>● How well does the student analyze the structure used by an author to organize the text?</li> </ul>		<p>Students complete a handout by following these directions:  “Complete the analyzing central ideas handout by adding textual evidence that supports the main idea in column three, list ways the author develops the topic in column four, and write a sentence that summarizes the central idea in column five.” (to adapt this activity, provide appropriate sentences and have students place sentence in correct column)</p> <p><b>Culminating task connections:</b>  Students demonstrate their understanding of the main idea of sections of a chapter from <i>Written in Bone</i>. This prepares students to analyze how a central idea is developed over the course of a text.</p> <p>Students also demonstrate their ability to identify the main idea, develop a response, provide 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 interactions and relationship in an informational text to develop understanding?</li> <li>● How well does the student analyze the development of the main idea in the chapters?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use clauses within a sentence?</li> <li>● How well does the student analyze the structure used by an author to organize the text?</li> </ul>
Section Length	3 Lessons		3 lessons
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</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</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of <i>Written in Bone</i>.</li> <li>○ <u>Louisiana Connectors</u></li> </ul>

- Support for Reading Fluency
  - Fluency Task
    - Read the words
    - aloud with a partner
    - specialized, microbes, revolting, decompose, trowel, flake, pedestal, proximity, sufficient, projectile, obtain, precise, epiphyses, cartilage, grittier, criteria, prominent, distinct, skirmishes

- Explicitly Teaching Vocabulary
  - Vocabulary Task for “shrouding”
- Support for Meaning
  - Additional text-dependent questions for Lesson 9

- Essential Elements Grades 6-8 Literature
- Student Response Modes ELA
- English Language Arts Guidebook Reading Support
- IEP Goals
- Assistive Technology
- Videos (e.g., Let’s Set the Context videos) or audio versions of the text.
- Additional Supports for Diverse Learners specific for the unit and section.
- English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.
- Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.
- Permanent Product/Writing rubric to set expectations as appropriate.

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

## Lesson Overview

Lesson Number	<i>Lesson 7: Determining the central idea of a text and how the author develops the central idea</i>		Modified Lesson Overview
Description	<p>In this lesson, students read chapter 2 of <i>Written in Bone</i> to identify the main idea of each section. The students then determine the central idea of the text and how the author develops that idea.</p>		<p>In this lesson, students read chapter 2 of <i>Written in Bone</i> and as needed the <a href="#">adapted versions</a> to identify the main idea of each section. The students then determine the central idea of the text and how the author develops that idea.</p> <ul style="list-style-type: none"> <li>● LC.RI.7.2a Determine the central idea of a text.</li> <li>● LC.RI.7.2b Analyze the development of the central idea over the course of the text.</li> <li>● LC.RI.7.2c Create an objective summary of a text.</li> </ul>
Let's Express Our Understanding	<p>Complete the analyzing central ideas handout by adding textual evidence that supports the main idea in column three, list ways the author develops the topic in column four, and write a sentence that summarizes the central idea in column five.</p>		<p>Complete the analyzing central ideas handout by adding textual evidence that supports the main idea in column three, list ways the author develops the topic in column four, and write a sentence that summarizes the central idea in column five.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the main idea of each section in the chapter?</li> <li>● Can students provide evidence to support the main idea?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the main idea of each section in the chapter?</li> <li>● Can students provide evidence to support the main idea?</li> </ul>
Text(s)	<p><i>Written in Bone</i> by Sally M. Walker</p>		<p><i>Written in Bone</i> by Sally M. Walker</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky Notes</li> <li>● Analyzing central ideas handout</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Model locating the central idea</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> <li>● Guiding questions</li> <li>● Allow ELL students to</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul> <p>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</p> <ul style="list-style-type: none"> <li>● Read aloud texts and chapter books</li> </ul>

		<p>collaborate in their native language, then add to their chart in English</p>	<ul style="list-style-type: none"> <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>



**Lesson Overview**

Lesson Number	<i>Lesson 8: Analyzing how an author structures major sections of an informational text to contribute to the central ideas of the text</i>	<b>Modified Lesson Overview</b>
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Description	<p>In this lesson, students read chapter 3 of <i>Written in Bone</i> to identify the main idea of each section and discuss home sections of the text that contribute to the central ideas of the text.</p>		<p>In this lesson, students read chapter 3 of <i>Written in Bone</i> and as needed the <a href="#">adapted versions</a> . to identify the main idea of each section and discuss home sections of the text that contribute to the central ideas of the text.</p> <ul style="list-style-type: none"> <li>● LC.RI.7.2a Determine the central idea of a text.</li> <li>● LC.RI.7.2b Analyze the development of the central idea over the course of the text.</li> <li>● LC.RI.7.2c Create an objective summary of a text.</li> </ul>
Let's Express Our Understanding	<p>In your reading log, write a sentence using the provided term and the provided conjunction.</p> <ul style="list-style-type: none"> <li>● JR1225B may be the skeleton of Richard Button since</li> <li>● JR1225B was shot with an arrowhead, but</li> <li>● JR1225B had little carbon-13 in its bones, so</li> </ul>		<p>In your reading log, write a sentence using the provided term and the provided conjunction.</p> <ul style="list-style-type: none"> <li>● JR1225B may be the skeleton of Richard Button since</li> <li>● JR1225B was shot with an arrowhead, but</li> <li>● JR1225B had little carbon-13 in its bones, so</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the main ideas of each section of the text?</li> <li>● Can students use conjunctions to write sentences, using conjunctions, to express the main idea of the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the main ideas of each section of the text?</li> <li>● Can students use conjunctions to write sentences, using conjunctions, to express the main idea of the text?</li> </ul>
Text(s)	<i>Written in Bone</i> by Sally M. Walker		<i>Written in Bone</i> by Sally M. Walker
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky Notes</li> <li>● Analyzing central ideas handout</li> <li>● Conversation stems learning tool</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Speaking and listening tracker for teacher</li> <li>● Partner reading strategy guide</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Student-friendly definition for difficult words</li> <li>● Allow ELL students to collaborate in their native language then join the discussion in English</li> <li>● Read aloud</li> <li>● Draw student's attention to</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul> <p>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</p> <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,</li> </ul>

		diagrams, pictures, and captions <ul style="list-style-type: none"> <li>● Guiding questions</li> <li>● Small group instruction for conjunctions</li> </ul>	storyboard, video, computer, etc.) <ul style="list-style-type: none"> <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>

**Lesson Overview**

Lesson Number	<i>Lesson 9: Analyzing the interactions between individuals, events, and ideas in an informational text</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students read chapters 2 and 3 of <i>Written in Bone</i> to analyze the interactions between individuals, events, and ideas in the text. Then students will explain how those interactions lead to conclusions in the text.	In this lesson, students read chapters 2 and 3 of <i>Written in Bone</i> and as needed the <a href="#">adapted versions</a> to analyze the interactions between individuals, events, and ideas in the text. Then students will explain how those interactions lead to conclusions in the text. <ul style="list-style-type: none"> <li>● LC.RI.7.3 Analyze the interactions between individuals,</li> </ul>

		events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Let's Express Our Understanding	<p>In your reading log, add independent clauses to these dependent clauses in order to explain information.</p> <ul style="list-style-type: none"> <li>● After forensic anthropologists examine a skeleton in situ,</li> <li>● When scientists excavate a skeleton,</li> <li>● Since JR 1225B's clavicle was broken,</li> <li>● Although Richard Mutton fits the description of JR1225B,</li> </ul>	<p>In your reading log, add independent clauses to these dependent clauses in order to explain information.</p> <ul style="list-style-type: none"> <li>● After forensic anthropologists examine a skeleton in situ,</li> <li>● When scientists excavate a skeleton,</li> <li>● Since JR 1225B's clavicle was broken,</li> <li>● Although Richard Mutton fits the description of JR1225B,</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify interactions in an informational text and the effect on understanding of the text?</li> <li>● Can students add independent clauses to the dependent clauses given to provide an explanation of their understanding?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify interactions in an informational text and the effect on understanding of the text?</li> <li>● Can students add independent clauses to the dependent clauses given to provide an explanation of their understanding?</li> </ul>
Text(s)	<i>Written in Bone</i> by Sally M. Walker	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyzing interactions handout</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Additional text dependent questions</li> <li>● Think aloud to model finding interactions</li> <li>● Mini lesson for conjunctions, independent clause, and dependent clause</li> <li>● Sentence stems</li> </ul>
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RI.7.3)</a>: <ul style="list-style-type: none"> <li>○ Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters</li> <li>○ Blank timelines</li> <li>○ Various informational Texts</li> <li>○ Interactive White Board</li> <li>○ Peer support, collaborative grouping 8 Grades 6-8 Informational Text</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Repeated exposure to content and strategies</li> <li>○ Read aloud texts</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Graphic organizers</li> <li>○ Highlighted text</li> <li>○ Color coded text</li> <li>○ Simpler or shorter text of the same content with the same key events or details</li> </ul>

**Section Overview**

Section Number	Section 4	Modified Section Overview
Description	Written in Bone	Original and <a href="#">adapted version</a> of Written in Bone
Assessment	<p>Students write a response to the prompt: “Choose one claim from either text. Write a paragraph explaining how the author supports that claim with evidence in the text. Include an evaluation of the evidence. Include at least one piece of direct text evidence in your response.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the main idea of sections of a chapter from <i>Written in Bone</i>. This prepares students to analyze how a central idea is developed over the course of a text.</p>	<p>Students write a response in paragraph form to the prompt: “Choose one claim from either <i>Written in Bone</i> by Sally M. Walker or “August-September 1607” by Master George Percy and as needed the <a href="#">adapted versions</a> . Write a paragraph explaining how the author supports that claim with evidence in the text. Include at least one piece of direct text evidence in your response.”</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of the main idea of sections of a chapter from <i>Written in Bone</i>. This prepares students to analyze how a central idea is developed over the course of a text.</p>

	<p>Students also demonstrate their ability to identify the main idea, develop a response, provide 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 analyze the claims in an informational text?</li> <li>● How well does the student identify supporting evidence in relationship to a claim in an informational text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support reasoning and explanation of the claim?</li> <li>● How well does the student evaluate evidence that supports a claim?</li> </ul>	<p>Students also demonstrate their ability to identify the main idea, develop a response, provide 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 analyze the claims in an informational text?</li> <li>● How well does the student identify supporting evidence in relationship to a claim in an informational text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support reasoning and explanation of the claim?</li> <li>● How well does the student evaluate evidence that supports a claim?</li> </ul>	
Section Length	3 Lessons	3 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task <ul style="list-style-type: none"> <li>■ Read the words aloud with a partner</li> <li>■ compelling, telltale, customary, prehistoric,</li> </ul> </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 “shrouding”</li> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text-dependent questions for Lesson 10</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of Written in Bone.</li> <li>○ <u>Louisiana Connectors</u></li> <li>○ Essential Elements <u>Grades 6-8 Literature</u></li> <li>○ Student Response Modes <u>ELA</u></li> <li>○ <u>English Language Arts Guidebook Reading Support</u></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> </ul>

	<p>indicated, enclosed, lancelike, combat, ceremonie , oxide, discolorati on, indicated, occurrenc e, moderate, inflamed, dysentery, intriguing, ordnance, componen ts</p>		<ul style="list-style-type: none"> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>
	<p>The <a href="#">Support Flow Chart</a> includes information, guidance, and supports to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	<i>Lesson 10: Identifying claims and analyzing the text evidence that supports the claims in two informational texts.</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students read two informational texts and identify claims and text evidence that supports the claims.	In this lesson, students read two informational texts and as needed the <a href="#">adapted versions</a> and identify claims and text evidence that supports the claims.

		<ul style="list-style-type: none"> <li>● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>	
Let's Express Our Understanding	Choose one claim from either text. Write a paragraph explaining how the author supports that claim with evidence in the text. Include an evaluation of the evidence. Include at least one piece of direct text evidence in your response.	Choose one claim from either text. Write a paragraph explaining how the author supports that claim with evidence in the text. Include an evaluation of the evidence. Include at least one piece of direct text evidence in your response.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a claim in an informational text?</li> <li>● Can students provide evidence to support a claim?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students determine a claim in an informational text?</li> <li>● Can students provide evidence to support a claim?</li> </ul>	
Text(s)	<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy	<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> <li>● Paired/partner reading strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Additional text dependent questions</li> <li>● Student-friendly definition for difficult words</li> <li>● Small group/read aloud</li> <li>● Model evaluating evidence</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> <li>● Discuss elements of a summary</li> <li>● Sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● <u>Student Response Modes</u></li> <li>● <u>Adapting Lesson Plans</u></li> <li>● Additional Supports for Diverse Learners - Section 01 of Grade 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.3)</u>: <ul style="list-style-type: none"> <li>○ Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters</li> <li>○ Blank timelines</li> <li>○ Various informational Texts</li> <li>○ Interactive White Board</li> <li>○ Peer support, collaborative grouping 8 Grades 6-8 Informational Text</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>○ Repeated exposure to content and strategies</li> <li>○ Read aloud texts</li> </ul> </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>○ Color coded text</li> <li>○ Simpler or shorter text of the same content with the same key events or details</li> </ul>

<b>Lesson Overview</b>
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Lesson Number	<i>Lesson 11: Comparing and contrasting the development and presentation of ideas in informational texts</i>	Modified Lesson Overview
Description	In this lesson, students use the SOAPStone strategy to analyze the structure and development of ideas in two different informational texts on a related topic.	In this lesson, students use the SOAPStone strategy to analyze the structure and development of ideas in two different informational texts and as needed the <a href="#">adapted versions</a> on a related topic. <ul style="list-style-type: none"> <li>● LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</li> <li>● LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</li> </ul>
Let's Express Our Understanding	Write a paragraph explaining at least one similarity and one difference in the ways that the two informational texts present their ideas.	Write a paragraph explaining at least one similarity and one difference in the ways that the two informational texts present their ideas.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students compare and contrast differences in the way informational texts present details on the same topic?</li> <li>● Can students provide appropriate textual evidence to support their written response?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students compare and contrast differences in the way informational texts present details on the same topic?</li> <li>● Can students provide appropriate textual evidence to support their written response?</li> </ul>



Text(s)	<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy		<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● SOAPStone handout</li> <li>● SOAPStone strategy guide</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Preview SOAPStone with students to ensure understanding of each part</li> <li>● Model completing SOAPStone document</li> <li>● Allow ELL students to collaborate in their native language then join the discussion and complete the Venn diagram in English</li> <li>● Sentence starters</li> <li>● Answer frame</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● <u>Student Response Modes</u></li> <li>● <u>Adapting Lesson Plans</u></li> <li>● Additional Supports for Diverse Learners - Section 01 of Grade 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.9a)</u>: <ul style="list-style-type: none"> <li>○ Highlighted information within the text</li> <li>○ Graphic organizers</li> <li>○ Venn Diagram</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>

**Lesson Overview**

Lesson Number	<i>Lesson 12: Comparing and contrasting author's purpose in informational text.</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students use the SOAPStone strategy to determine the author's purpose in two informational texts to analyze how the author's purpose in the text is distinguished from others.		In this lesson, students use the SOAPStone strategy to determine the author's purpose in two informational texts to analyze how the author's purpose in the text is distinguished from others. <ul style="list-style-type: none"> <li>● LC.RI.7.9a Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</li> <li>● LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.</li> </ul>
Let's Express Our Understanding	Think about the two informational texts you read. In your reading log, rewrite these sentences and add an appositive to give the reader more information. <ul style="list-style-type: none"> <li>● Jamestown, _____, was a challenging place for the colonists to settle.</li> <li>● Carbon-13, _____, remains in a person's bones for centuries.</li> <li>● Richard Mutton, _____, settled in Jamestown.</li> </ul>		Think about the two informational texts you read. In your reading log, rewrite these sentences and add an appositive to give the reader more information. <ul style="list-style-type: none"> <li>● Jamestown, _____, was a challenging place for the colonists to settle.</li> <li>● Carbon-13, _____, remains in a person's bones for centuries.</li> <li>● Richard Mutton, _____, settled in Jamestown.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the author's purpose in the informational text?</li> <li>● Can students write sentences using an appositive to provide the reading with more information?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain the author's purpose in the informational text?</li> <li>● Can students write sentences using an appositive to provide the reading with more information?</li> </ul>
Text(s)	<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy		<i>Written in Bone</i> by Sally M. Walker "August-September 1607" by Master George Percy
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● SOAPStone handout</li> <li>● SOAPStone strategy guide</li> <li>● Reading Log</li> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Model using appositive</li> <li>● Mini lesson on appositive</li> <li>● Guiding questions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <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 7 <i>Written in Bone</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

	strategy guide		<ul style="list-style-type: none"> <li>● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.9a)</u>:             <ul style="list-style-type: none"> <li>○ Highlighted information within the text</li> <li>○ Graphic organizers</li> <li>○ Venn Diagram</li> <li>○ Read aloud texts</li> <li>○ Interactive white board</li> <li>○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>○ Picture icons on graphic organizers to support non-readers and visual learners</li> <li>○ Peer support, collaborative grouping</li> <li>○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul> </li> </ul>

Section Overview		
Section Number	Section 5	<b>Modified Section Overview</b>
Description	Written in Bone	Original and <a href="#"><i>adapted version</i></a> of Written in Bone
Assessment	Students write a response to the question: “Write a final response about which is the greater influence on Samuel: setting or characters? Include a final claim, three reasons that support the claim, and text evidence to support each reason.”	Students create a chart as a response to the question: “Write a final response about which is the greater influence on Samuel: setting or characters? Include a final claim, three reasons that support the claim, and text evidence to support each reason.”

	<p><b>Culminating task connections:</b> Students demonstrate their understanding of setting and character on other characters in the text. This prepares students to analyze how central ideas are developed throughout a text.</p> <p>Students also demonstrate their ability to identify the main idea, develop a response, provide 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 analyze influences on a character?</li> <li>● How well does the student identify evidence to support their claim?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a claim?</li> <li>● How well does the student provide reasons and evidence that supports a claim?</li> </ul>		<p><b>Culminating task connections:</b> Students demonstrate their understanding of setting and character on other characters in the text. This prepares students to analyze how central ideas are developed throughout a text.</p> <p>Students also demonstrate their ability to identify the main idea, provide 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 list influences of a character?</li> <li>● How well does the student identify evidence to support their claim?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a claim?</li> <li>● How well does the student provide reasons and evidence that supports a claim?</li> </ul>
Section Length	5 Lessons		3 lessons
Additional Supports for Diverse Learners	<b>Before the Section:</b>	<b>During the Section:</b>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of <i>Written in Bone</i>.</li> <li>○ <a href="#">Louisiana Connectors</a></li> <li>○ Essential Elements <a href="#">Grades 6-8 Literature</a></li> <li>○ Student Response Modes <a href="#">ELA</a></li> <li>○ <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., <i>Let's Set the Context</i> videos) or audio versions of the text.</li> </ul>

			<ul style="list-style-type: none"> <li>• Additional Supports for Diverse Learners specific for the unit and section.</li> <li>• English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>• Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>• Permanent Product/Writing rubric to set expectations as appropriate.</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	<i>Lesson 13: Analyzing how setting and characters interact in a literary text</i>	<b>Modified Lesson Overview</b>
Description	<p>In this lesson, students read excerpts from <i>Blood on the River</i> by Elisa Carbone and analyze how setting and characters interact in the text. Students are expected to read chapter 10 and continue their annotations on the character and setting influences on Samuel for homework.</p>	<p>In this lesson, students read excerpts from <i>Blood on the River</i> by Elisa Carbone and as needed the <a href="#">adapted versions</a> and analyze how setting and characters interact in the text. Students are expected to read chapter 10 and continue their annotations on the character and setting influences on Samuel for homework.</p> <ul style="list-style-type: none"> <li>• LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>• LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul>

Let's Express Our Understanding	Annotate at least two notes explaining how the setting influenced Samuel and two notes about how a character influenced Samuel.		Annotate at least two notes explaining how the setting influenced Samuel and two notes about how a character influenced Samuel.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify setting and character influences on Samuel in the text?</li> <li>● Can students explain how the setting or characters influenced the character?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify setting and character influences on Samuel in the text?</li> <li>● Can students explain how the setting or characters influenced the character?</li> </ul>
Text(s)	<i>Blood on the River</i> by: Elisa Carbone		<i>Blood on the River</i> by: Elisa Carbone
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Shared and interactive writing strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> <li>● Transitions and evidence sentence starters learning tools</li> <li>● Model labeling setting and character influences</li> <li>● Student friendly definition for difficult words</li> <li>● Allow ELL students to collaborate in their native language then complete sticky notes in English</li> <li>● Sentence frames for annotations</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Blood on the River</i>.</li> <li>● <u>Student Response Modes</u></li> <li>● <u>Adapting Lesson Plans</u></li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.3)</a>: <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> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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>

### Lesson Overview

Lesson Number	<i>Lesson 14: Analyzing how setting and characters interact in a literary text and identifying text evidence to support analysis</i>	Modified Lesson Overview
Description	In this lesson, students read chapters 11 and 12 from <i>Blood on the River</i> and analyze how setting and characters interact in a literary text. Students are expected to read chapter 13 and continue their annotations on the character and setting influences on Samuel for homework.	In this lesson, students read chapters 11 and 12 from <i>Blood on the River</i> and as needed the <a href="#">adapted versions</a> and analyze how setting and characters interact in a literary text. Students are expected to read chapter 13 and continue their annotations on the character and setting influences on Samuel for homework. <ul style="list-style-type: none"> <li>• LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>• LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul>
Let's Express Our Understanding	Finish reading chapter 12 and complete the annotations for setting and character influences on Samuel independently.	Finish reading chapter 12 and complete the annotations for setting and character influences on Samuel independently.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify setting and character influences on Samuel in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students identify setting and character influences on Samuel in the text?</li> </ul>

	<ul style="list-style-type: none"> <li>● Can students explain how the setting or characters influenced the character?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students explain how the setting or characters influenced the character?</li> </ul>
Text(s)	<i>Blood on the River</i> by: Elisa Carbone	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Shared and interactive writing strategy guide</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Guiding questions</li> <li>● Paired/partner reading strategy guide</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> </ul> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Blood on the River</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 1 of Grade 7 Scenes</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.3)</a>: <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> </ul> </li> </ul>



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



**Lesson Overview**

Lesson Number	<i>Lesson 15: Preparing claims, reasons, and evidence for a class debate</i>		Modified Lesson Overview
Description	In this lesson, students prepare for a class debate by preparing a claim, reasons, evidence, and opposing claim and reasons.		optional
Let's Express Our Understanding	In your reading log, write a response in which you support your claim. Your response should include your claim, a reason for your claim, and text evidence to support the reason.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students provide appropriate text evidence to support their claim?</li> <li>• Can students identify an opposing claim and its supporting reasons?</li> </ul>		
Text(s)	<i>Blood on the River</i> by: Elisa Carbone		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Debate preparation handout</li> <li>• Sticky notes for chapters 9-11</li> <li>• Philosophical chairs debate strategy guide</li> <li>• Conversation stems learning</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Model creating an opposing claim</li> <li>• Sentence frames for responses</li> </ul>	

	tools		

Lesson Overview			
Lesson Number	<i>Lesson 16: Articulate your understanding of character and setting through a debate</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students finish preparing for the debate by creating questions to elicit elaboration, then students engage in a philosophical chairs debate and use the SODA strategy to assess opposing claims.		Optional
Let's Express Our Understanding	Write a final response about which is the greater influence on Samuel: setting or characters? Include a final claim, three reasons that support the claim, and text evidence to support each reason.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify an opposing claim with supporting reasons and evidence?</li> <li>• Can students support their claim with reasons and evidence during a philosophical chairs debate?</li> </ul>		
Text(s)	<i>Blood on the River</i> by: Elisa Carbone		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Debate preparation handout</li> <li>• Philosophical chairs debate strategy guide</li> <li>• Conversation stems learning tools</li> <li>• Accountable talk strategy guide</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Guiding questions</li> <li>• Transitions and evidence sentence starters learning tools</li> <li>• Student discussion</li> </ul>	

	<ul style="list-style-type: none"> <li>Teacher talk moves strategy guide</li> </ul>	tracker handout	

**Lesson Overview**

Lesson Number	<i>Lesson 17: Comparing and contrasting literary and informational texts on a similar topic</i>		Modified Lesson Overview
Description	In this lesson, students read another excerpt from the text by Master George Percy, “June-July 1607.” Then students compare and contrast the historical figures in “June-July 160” and <i>Written in Bone</i> to the characters in <i>Blood on the River</i> .		In this lesson, students read another excerpt from the text by Master George Percy, “June-July 1607.” Then students compare and contrast the historical figures in “June-July 160” and <i>Written in Bone</i> to the characters in <i>Blood on the River</i> and as needed the <a href="#">adapted versions</a> . <ul style="list-style-type: none"> <li>LC.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ul>
Let’s Express Our Understanding	How does Carbone use or add to details from the historical record in <i>Blood on the River</i> ?		How does Carbone use or add to details from the historical record in <i>Blood on the River</i> ?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain how the connotation of words impact the meaning of the text?</li> <li>Can students identify how Carbone used and changed details from historical records in the text?</li> </ul>		<ul style="list-style-type: none"> <li>Can students explain how the connotation of words impact the meaning of the text?</li> <li>Can students identify how Carbone used and changed details from historical records in the text?</li> </ul>
Text(s)	<i>Blood on the River</i> by: Elisa Carbone “June-July 1607” by: Master George Percy		<i>Blood on the River</i> by: Elisa Carbone “June-July 1607” by: Master George Percy
Materials	<b>Lesson Materials:</b> <ul style="list-style-type: none"> <li>Chart paper</li> <li>Markers</li> <li>Compare and Contrast handout</li> </ul>	<b>Possible Supports During the Lesson:</b> <ul style="list-style-type: none"> <li><a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>Choral or echo</li> </ul>	<b>Additional Supports for SWSCDs:</b> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Blood on the River</i> and “June-July 1607”.</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> </ul>

- Reading log
- Reading log strategy guide
- Conversation stems learning tools
- Teacher talk moves strategy guide

- reading strategy guide
- Model annotating the text
  - Transitions and evidence sentence starters learning tools
  - Model completing the chart
  - Sentence frames
  - Guiding questions

- Additional Supports for Diverse Learners specific for the unit and section.
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.9\)](#):
  - Suggested Supports and Scaffolds:
    - Texts about the same topic in different genres.
    - Venn Diagram
    - Read aloud texts
    - Interactive white board
    - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
    - Graphic organizers
    - Highlighted text
    - Preview of the text, illustrations, and details, frontloading
    - Pictures, objects, or tactile representations to illustrate the key details
    - Sentence strips that reflect text from the story that supports the key details
    - Videos or story boards/cards of the story for visual supports
    - Picture icons on graphic organizers to support non-readers and visual learners

## Section Overview

Section Number	Section 6	Modified Section Overview
Description	Written in Bone	Section is optional
Assessment	<p>Students identify the claim of “Pocahontas.”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of analyzing a poem to determine the theme. This prepares students to analyze how an idea develops over a text.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the theme of a poem?</li> <li>● How well does the student paraphrase a poem?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a claim that passes the SODA strategy?</li> <li>● How well does the student provide appropriate evidence to support their response?</li> </ul>	<p>Students identify the claim of “Pocahontas.”</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of analyzing a poem to determine the theme. This prepares students to analyze how an idea develops over a text.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the theme of a poem?</li> <li>● How well does the student paraphrase a poem?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a claim that passes the SODA strategy?</li> <li>● How well does the student provide appropriate evidence to support their response?</li> </ul>
Section Length	5 Lessons	0 lessons
Additional Supports for		

Diverse Learners	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.
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<b>Lesson Overview</b>		
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Lesson Number	<i>Lesson 18: Analyzing how an author develops contrasting points of view in a literary text</i>		Modified Lesson Overview
Description	In this lesson, students read chapters 18 and 20 of <i>Blood on the River</i> by Elisa Carbone to compare and contrast the point of view of various Jamestown colonists. Students are expected to read chapters 21 and 22 and update the point of view handout for homework.		
Let's Express Our Understanding	Use your handout to respond to the following question. What are the different points of view related to the Native Americans as shown in <i>Blood on the River</i> ? Include points of view of at least three different characters.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the different points of view in a literary text?</li> <li>● Can students provide evidence to support the different points of view?</li> </ul>		
Text(s)	<i>Blood on the River</i> by: Elisa Carbone		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Point of view handout</li> <li>● Teacher talk moves strategy guide</li> <li>● Accountable talk strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Student-friendly definition for difficult words</li> <li>● Choral or echo reading strategy guide</li> <li>● Guiding questions</li> </ul>	

	<ul style="list-style-type: none"> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tools</li> <li>● Teacher talk moves strategy guide</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence frames</li> </ul>	

<b>Lesson Overview</b>
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Lesson Number	<i>Lesson 19: Analyzing how an author develops contrasting points of view in a literary text</i>		Modified Lesson Overview
Description	In this lesson, students read chapters 24 and 25 from <i>Blood on the River</i> by Elisa Carbone to compare and contrast the points of view of various colonists in Jamestown. Student are expected to read chapters 26 and 27 from <i>Blood on the River</i> and update the point of view handout.		
Let's Express Our Understanding	Students will complete the point of view handout by adding information from chapters 24 and 25. Student will provide other characters thought, feelings, and actions related to the Native Americans and evidence from the text to support this representation.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the different points of view in a literary text?</li> <li>● Can students provide evidence to support the different points of view?</li> </ul>		
Text(s)	<i>Blood on the River</i> by: Elisa Carbone		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Point of view handout</li> <li>● Teacher talk moves strategy</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Student-friendly</li> </ul>	

	<ul style="list-style-type: none"> <li>● guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Teacher talk moves strategy guide</li> </ul>	<ul style="list-style-type: none"> <li>● definition for difficult words</li> <li>● Guiding questions</li> </ul>	

<b>Lesson Overview</b>
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Lesson Number	<i>Lesson 20: Analyzing how an author develops contrasting points of view in a literary text and paraphrasing poetry</i>		Modified Lesson Overview
Description	In this lesson, students compare and contrast the points of view of various characters in <i>Blood on the River</i> and consider how and why the author develops the different points of view. Then, students read aloud “Indian,” practice fluency, and paraphrase the text.		
Let’s Express Our Understanding	In your reading log, explain how “Indian” reveals a contrasting point of view of life in early America.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify character viewpoints contrasts and contradictions in <i>Blood on the River</i>?</li> <li>● Can students identify contrasting viewpoints in “Indian”?</li> </ul>		
Text(s)	<i>Blood on the River</i> by: Elisa Carbone “Indian” by Rosemary and Stephen Vincent Benet		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Point of view handout</li> <li>● Teacher talk moves strategy guide</li> <li>● Accountable talk strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Model completing handout</li> <li>● Think aloud contrasts and contradictions</li> <li>● Transitions and evidence sentence starters learning tool</li> </ul>	



	<ul style="list-style-type: none"> <li>● Reading log strategy guide</li> <li>● Conversation stems learning tools</li> <li>● Teacher talk moves strategy guide</li> </ul>	<ul style="list-style-type: none"> <li>● Choral or echo reading strategy guide</li> <li>● Student-friendly definition for difficult words</li> <li>● Guiding questions</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 21: Analyzing how the structure of a poem impacts its meaning</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students read “Pocahontas” by William Makepeace Thackeray, practice fluency, and use TPCASTT to analyze how the structure of a poem impacts its meaning.		
Let’s Express Our Understanding	On your TPCASTT, complete the second title section and the theme section.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students paraphrase the stanzas to express understanding of the poem?</li> <li>● Can students identify a theme of the poem?</li> </ul>		
Text(s)	“Pocahontas” by William Makepeace Thackeray		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● TPCASTT handout</li> <li>● TPCASTT strategy guide</li> <li>● Accountable talk strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Conversation stems learning tools</li> <li>● Teacher talk moves strategy</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Tone words</li> <li>● Model paraphrasing</li> <li>● Choral or echo reading strategy guide</li> <li>● Student-friendly definition for difficult words</li> <li>● Guiding questions</li> </ul>	

	guide		

<b>Lesson Overview</b>
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Lesson Number	<i>Lesson 22: Engaging in a class debate to express opinions supported by text evidence</i>		Modified Lesson Overview
Description	In this lesson, students students prepare claims and text evidence to engage in a fishbowl discussion.		
Let's Express Our Understanding	Finish writing feedback to your peer by responding to the questions in the last box on the student tracker handback. <ul style="list-style-type: none"> <li>● What is one thing your peer did well in the discussion?</li> <li>● What is one thing your peer can work on in the next discussion?</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop a claim, with supporting reasons, for a discussion?</li> <li>● Can student provide appropriate feedback to their peer after a discussion?</li> </ul>		
Text(s)	<i>Written in Bone</i> by: Sally M. Walker Master George Percy <i>Blood on the River</i> by Elisa Carbone "Indian" by: Rosemary and Stephen Vincent Benet "Pocahontas" by William Makepeace Thackeray		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Discussion preparation handout</li> <li>● Fishbowl discussion scoring tool</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Tone words</li> <li>● Review texts</li> <li>● <a href="#">Audio Version</a> of</li> </ul>	

	<ul style="list-style-type: none"> <li>● Fishbowl discussion directions handout</li> <li>● Student discussion tracker</li> <li>● Socratic seminar strategy guide</li> <li>● Accountable talk strategy guide</li> <li>● Conversation stems learning tools</li> </ul>	<p><i>Written in Bone</i></p> <ul style="list-style-type: none"> <li>● Draw student's attention to diagrams, pictures, and captions</li> <li>● Small group instruction for conjunctions</li> <li>● Allow ELL students to collaborate in their native language then join the discussion in English</li> <li>● Small group instruction for conjunctions</li> </ul>	

**Section Overview**

Section Number	Section 7	Modified Section Overview
Description	Written in Bone	Original and <a href="#"><i>adapted version</i></a> of Written in Bone
Assessment	<p>Students analyze the central ideas of multiple chapters and class participate in a class discussion. Students will determine the central idea of the chapter and locate supporting textual evidence.</p> <p><b>Culminating task connections:</b> Students determine the central idea of chapters five through eight and locate supporting textual evidence. This prepares students to analyze how a central idea is developed throughout a text.</p> <p>Students also demonstrate their ability to form a claim, develop a reasoning sentence, locate supporting evidence, and use conventions</p>	<p>Students analyze the central ideas of multiple chapters and class participate in a class discussion. Students will determine the central idea of the chapter and locate supporting textual evidence.</p> <p><b>Culminating task connections:</b> Students determine the central idea of chapters five through eight and locate supporting textual evidence. This prepares students to analyze how a central idea is developed throughout a text.</p> <p>Students also demonstrate their ability to form a claim, develop a reasoning sentence, locate supporting evidence, and use</p>

	<p>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 determine the central ideas of the chapters?</li> <li>● How well does the student analyze the development of the central ideas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a reason to support the central idea?</li> <li>● How well does the student identify supporting textual evidence?</li> </ul>	<p>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 determine the central ideas of the chapters?</li> <li>● How well does the student analyze the development of the central ideas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student write a reason to support the central idea?</li> <li>● How well does the student identify supporting textual evidence?</li> </ul>	
Section Length	4 Lessons	3 lessons, 1 optional	
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> <p><b>“Print Your Own Medicine”</b></p> <ul style="list-style-type: none"> <li>● Read aloud with your partner <ul style="list-style-type: none"> <li>○ profitable, tract, prosperous, palisade, deliberate, remnants, associated, essentially, abnormal, atrocious, ailments,</li> </ul> </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 “preserve”</li> <li>○ Mentor sentences</li> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text-dependent questions for Lessons 23-26</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and adapted versions of Written in Bone.</li> <li>○ <u>Louisiana Connectors</u></li> <li>○ Essential Elements <u>Grades 6-8 Literature</u></li> <li>○ Student Response Modes <u>ELA</u></li> <li>○ <u>English Language Arts Guidebook Reading Support</u></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> </ul>

	abscesses, circumstance s, clandestine, originated.		<ul style="list-style-type: none"> <li>• Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>• Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>
	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	<i>Lesson 23: Analyzing how headings contribute to the central ideas of an informational text</i>	Modified Lesson Overview
Description	In this lesson, students read chapter five of <i>Written in Bone</i> by Sally M. Walker independently and analyze how the section headings contribute to the development of central ideas of the text. Students also continue to update the analyzing central ideas handout in preparation for the culminating writing task.	In this lesson, students read chapter five of <i>Written in Bone</i> by Sally M. Walker and as needed the <a href="#">adapted versions</a> independently and analyze how the section headings contribute to the development of central ideas of the text. Students also continue to update the analyzing central ideas handout in preparation for the culminating writing task. <ul style="list-style-type: none"> <li>• LC.RI.7.2a Determine the central idea of a text.</li> </ul>
Let's Express Our Understanding	Students will add to the analyzing central ideas handout based on the information in chapter five and class discussion. Students will determine the central idea of the chapter and located supporting textual evidence.	Students will add to the analyzing central ideas handout based on the information in chapter five and class discussion. Students will determine the central idea of the chapter and locate supporting textual evidence.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central ideas of the chapter?</li> <li>• Can students provide supporting textual evidence for the central idea?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students determine the central ideas of the chapter?</li> <li>• Can students provide supporting textual evidence for the central idea?</li> </ul>

Text(s)	<i>Written in Bone</i> by: Sally M. Walker		<i>Written in Bone</i> by: Sally M. Walker
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Analyzing central ideas handout</li> <li>● Accountable talk strategy guide</li> <li>● Conversation stems learning tools</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Additional text dependent questions</li> <li>● Student-friendly definition for difficult words</li> <li>● Text read aloud</li> <li>● Paired/partner reading strategy guide</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</i>.</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● Vocabulary words and student-friendly definitions</li> </ul> <p>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</p> <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> <li>● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview			
Lesson Number	<i>Lesson 24: Analyzing the effectiveness of text structures in contributing to the central ideas of an informational text</i>		
		<b>Modified Lesson Overview</b>	
Description	In this lesson, students read chapter six of <i>Written in Bone</i> by Sally M. Walker independently and analyze how the text structures contribute to the central ideas of the text. Students also continue to update the analyzing central ideas handout in preparation for the culminating writing task.	In this lesson, students read chapter six of <i>Written in Bone</i> by Sally M. Walker and as needed the <a href="#">adapted versions</a> independently and analyze how the text structures contribute to the central ideas of the text. Students also continue to update the analyzing central ideas handout in preparation for the culminating writing task. <ul style="list-style-type: none"> <li>LC.RI.7.2a Determine the central idea of a text.</li> </ul>	
Let's Express Our Understanding	Students will add to the analyzing central ideas handout based on the information in chapter five and class discussion. Students will determine the central idea of the chapter and located supporting textual evidence.	Students will add to the analyzing central ideas handout based on the information in chapter five and class discussion. Students will determine the central idea of the chapter and locate supporting textual evidence.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine the central ideas of the chapter?</li> <li>Can students provide supporting textual evidence for the central idea?</li> </ul>	<ul style="list-style-type: none"> <li>Can students determine the central ideas of the chapter?</li> <li>Can students provide supporting textual evidence for the central idea?</li> </ul>	
Text(s)	<i>Written in Bone</i> by: Sally M. Walker		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Sticky notes</li> <li>Analyzing central ideas handout</li> <li>Accountable talk strategy guide</li> <li>Conversation stems learning tools</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li><a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>Additional text dependent questions</li> <li>Student-friendly definition for difficult words</li> <li>Text read aloud</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and adapted versions of <i>Written in Bone</i>.</li> <li><a href="#">Student Response Modes</a></li> <li><a href="#">Adapting Lesson Plans</a></li> <li>Additional Supports for Diverse Learners specific for the unit and section.</li> <li>Vocabulary words and student-friendly definitions</li> </ul> <p>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</p>

		<ul style="list-style-type: none"> <li>● Paired/partner reading strategy guide</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> </ul>	<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> <li>● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> </ul>

Lesson Overview		
Lesson Number	<i>Lesson 25: Summarizing a text and identifying the central idea</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students jigsaw read chapter seven of <i>Written in Bone</i> by Sally M. Walker, summarize the text, and determine the meaning of	In this lesson, students jigsaw read chapter seven of <i>Written in Bone</i> by Sally M. Walker, summarize the text, and determine the meaning of



	<p>technical words in the text. Students create chart paper poster to share the summary of the reading, the technical vocabulary, and the impact of the words on the meaning and tone of the text.</p>		<p>of technical words in the text. Students create chart paper poster to share the summary of the reading, the technical vocabulary, and the impact of the words on the meaning and tone of the text.</p> <ul style="list-style-type: none"> <li>● LC.RI.7.2a Determine the central idea of a text.</li> </ul>
Let's Express Our Understanding	Write a central idea for this chapter.		Write a central idea for this chapter.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the meaning of technical words in the text?</li> <li>● Can students determine the central idea of this chapter?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine the meaning of technical words in the text?</li> <li>● Can students determine the central idea of this chapter?</li> </ul>
Text(s)	<i>Written in Bone</i> by: Sally M. Walker		<i>Written in Bone</i> by: Sally M. Walker
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Summary handout</li> <li>● Jigsaw strategy guide</li> <li>● Summarizing complex texts strategy guide</li> <li>● Conversation stems learning tools</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Additional text dependent questions</li> <li>● Student-friendly definition for difficult words</li> <li>● Text read aloud</li> <li>● Paired/partner reading strategy guide</li> <li>● Choral reading strategy guide</li> <li>● Echo reading strategy guide</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Written in Bone</i>.</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● Vocabulary words and student-friendly definitions</li> </ul> <p>Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</p> <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> </ul>

			<ul style="list-style-type: none"> <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>

**Lesson Overview**

Lesson Number	<i>Lesson 26: Structuring a logical argument that demonstrates understanding of a text</i>		Modified Lesson Overview
Description	In this lesson, students use sample claims to practice writing the reasoning component of a logical argument. Students also engage in peer conferences to revise writing. After reading chapters seven and eight for homework, students are expected to add to the analyzing central ideas handout for chapter seven and chapter eight.		optional
Let's Express Our Understanding	Make revisions to your reasoning sentences based on the feedback from your peer.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students write a logical reason based on a sample claim?</li> <li>• Can students revise their writing based on peer feedback?</li> </ul>		
Text(s)	<i>Written in Bone</i> by: Sally M. Walker		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Structuring a logical argument handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <a href="#">Audio Version</a> of <i>Written</i></li> </ul>	

	<ul style="list-style-type: none"> <li>● Summary handout</li> <li>● Conversation stems learning tools</li> </ul>	<i>in Bone</i> <ul style="list-style-type: none"> <li>● Additional text dependent questions</li> <li>● Allow ELL students to collaborate in their native language then join the discussion in English</li> </ul>	

**Section Overview**

Section Number	Section 8	Modified Section Overview
Description	Written in Bone	Section is optional
Assessment	<p>Students will write an explanatory essay in response to the culminating writing task prompt.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the development of the central ideas throughout the text.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p>	<p>Students will write an explanatory essay in response to the culminating writing task prompt.</p> <p><b>Culminating task connections:</b></p> <p>Students demonstrate their understanding of the development of the central ideas throughout the text.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write 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 a second central idea in the text?</li> <li>● How well does the student analyze a second central idea that is developed throughout the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use knowledge of language and its conventions when writing?</li> <li>● How well does the student support their response with relevant text evidence?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student identify a second central idea in the text?</li> <li>● How well does the student analyze a second central idea that is developed throughout the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student use knowledge of language and its conventions when writing?</li> <li>● How well does the student support their response with relevant text evidence?</li> </ul>	
Section Length	6 Lessons	0 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Practice reading words aloud <ul style="list-style-type: none"> <li>■ archive, specialists, artificial, plaster, meticulously, interpretation, enhance, abscesses, rickets, Industrial Revolution, waddling, adequate, perspective, recurring, toil</li> </ul> </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> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text-dependent questions for Lesson 28</li> </ul> </li> </ul>	

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

### Lesson Overview

Lesson Overview		
Lesson Number	<i>Lesson 27: Practicing for the cold read task</i>	
Description	In this lesson, students read an excerpt from chapter 9 of <i>Written in Bone</i> by Sally M. Walker and respond to an open-ended question to prepare for the cold read task at the end of the unit.	
Let's Express Our Understanding	<p>What is the role of the forensic artists? Why is this role important? Support your response with at least one piece of evidence from the text.</p> <p>How does this section contribute to the central ideas of the text? Support your response with at least one piece of text evidence.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain the importance of forensic artists in the text?</li> <li>• Can students provide evidence from the text to support their response?</li> </ul>	
Text(s)	<i>Written in Bone</i> by: Sally M. Walker	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Reading log</li> <li>• Analyzing Central ideas</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• <a href="#">Audio Version</a> of <i>Written in Bone</i></li> </ul>

	handout <ul style="list-style-type: none"> <li>Reading log strategy guide</li> </ul>	<ul style="list-style-type: none"> <li>Student-friendly definition for difficult words</li> <li>Paired/partner reading strategy guide</li> <li>Choral reading strategy guide</li> <li>Echo reading strategy guide</li> <li>CER paragraph frame structure</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 28: Comparing and contrasting a text to a video version of that text</i>	Modified Lesson Overview
Description	In this lesson, students finish reading chapter 9 of <i>Written in Bone</i> by Sally M. Walker and watch the video, "Finding Remains," on a similar topic. Then students compare and contrast the text and video to analyze how each text helps to clarify the reader's understanding of facial reconstruction.	
Let's Express Our Understanding	How do <i>Written in Bone</i> and "Finding Remains" help the reader to understand different aspects of facial reconstruction? Include one piece of evidence from the text and the video in your response.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students explain how the text and video share different aspects of information on the same topic?</li> <li>Can students provide evidence such as details and examples from the video and text based evidence to support their response?</li> </ul>	

Text(s)	<i>Written in Bone</i> by: Sally M. Walker "Finding Remains" video		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Reading log</li> <li>● Conversation stems learning tool</li> <li>● Venn diagram handout</li> <li>● Teacher talk moves strategy guide</li> <li>● Reading log strategy guide</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Allow ELL students to collaborate in their native language then join the discussion in English</li> <li>● Guided Questions</li> </ul>	

Lesson Overview		
Lesson Number	<i>Lesson 29: Drafting an introduction for an explanatory writing task</i>	Modified Lesson Overview
Description	In this lesson, students will read the remaining pages of <i>Written in Bone</i> by Sally M. Walker as they prepare to engage in the writing process. Then students will review the culminating writing task directions and draft an introduction paragraph that introduces a topic clearly and previews what is to follow.	
Let's Express Our Understanding	In your reading log, begin drafting your introduction for the CWT, "The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i> . What is another central idea of the text? How are both ideas developed over the course of the text?"	

	<p>As you are writing, ask yourself:</p> <ul style="list-style-type: none"> <li>● Did I introduce the topic clearly?</li> <li>● Did I give the reader a preview of what is to follow?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use conventions of standard English to write a well developed introduction paragraph?</li> <li>● Can students write a clear introduction of the topic?</li> </ul>	
Text(s)	<i>Written in Bone</i> by: Sally M. Walker	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyzing central ideas handout</li> <li>● Culminating Writing Task handout</li> <li>● Conversation stems learning tool</li> <li>● Culminating Writing Task scoring tool</li> <li>● Evidence chart handout</li> <li>● Student writing samples as models strategy guide</li> <li>● Teacher talk moves strategy guide</li> <li>● Reading log strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Model completing evidence chart</li> <li>● Sentence frames</li> <li>● Guided Questions</li> </ul>

**Lesson Overview**

Lesson Number	<i>Lesson 30: Drafting a conclusion that follows from and supports the information or explanation presented</i>	<b>Modified Lesson Overview</b>
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Description	<p>In this lesson, students review the structure for an explanatory essay. Then students continue to engage in the writing process by drafting body paragraphs and a conclusion for an explanatory essay.</p>		
Let's Express Our Understanding	<p>Students write a draft essay in response to the CWT prompt</p> <p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. What is another central idea of the text? How are both ideas developed over the course of the text?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text.</li> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the central idea is developed over the course of the text?</li> <li>● Can students cite several pieces of textual evidence to support their response?</li> </ul>		
Text(s)	<p><i>Written in Bone</i> by: Sally M. Walker</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyzing central ideas handout</li> <li>● Culminating Writing Task handout</li> <li>● Conversation stems learning tool</li> <li>● Culminating Writing Task</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Guided Questions</li> <li>● Transitions and evidence sentence starters learning</li> </ul>	

	scoring tool <ul style="list-style-type: none"> <li>● Evidence chart handout</li> <li>● Student writing samples as models strategy guide</li> <li>● Teacher talk moves strategy guide</li> <li>● Reading log strategy guide</li> </ul>	tools <ul style="list-style-type: none"> <li>● Writing or grammar mini-lesson</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 31: Revising writing to include coordinate adjectives</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue the writing process to revise writing to include coordinate adjectives and engage in peer conferences.	
Let's Express Our Understanding	<p>Students will make revisions to your essay based on peer feedback.</p> <p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. What is another central idea of the text? How are both ideas developed over the course of the text?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text.</li> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use coordinate conjunctions properly?</li> <li>● Can students revise their written responses after engaging in peer conferences?</li> </ul>		
Text(s)	<i>Written in Bone</i> by: Sally M. Walker		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Chart paper</li> <li>● Culminating Writing Task handout</li> <li>● Draft essay</li> <li>● Culminating Writing Task scoring tool</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> <li>● Conversation stems learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>Written in Bone</i></li> <li>● Guided Questions</li> <li>● Transitions and evidence sentence starters learning tools</li> <li>● Writing or grammar mini-lesson</li> <li>● Allow ELL students to collaborate in their native language then join the discussion in English</li> <li>● Model reading the conclusion</li> </ul>	

Lesson Overview		
Lesson Number	<i>Lesson 32: Revising, editing, and publishing an explanatory essay</i>	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue the writing process by editing and publishing our drafts.	
Let's Express Our Understanding	Write a final draft of the essay. Be sure to include feedback from peer conferences.	

	<p>The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. What is another central idea of the text? How are both ideas developed over the course of the text?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> <li>● Determine another central idea of the text.</li> <li>● Examine <i>Written in Bone</i> to determine how each central idea is developed.</li> <li>● Locate evidence to support how each central idea is developed.</li> </ul> <p>Write an essay with logical reasoning and relevant evidence. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the central idea is developed throughout the text?</li> <li>● Can students use conventions to write a well developed essay about a topic?</li> </ul>		
Text(s)	<i>Written in Bone</i> by: Sally M. Walker		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Editing checklist</li> <li>●</li> <li>●</li> <li>● Culminating Writing Task handout</li> <li>● Draft essay</li> <li>● Culminating Writing Task scoring tool</li> <li>● Conversation stems learning tool</li> <li>● Teacher talk moves strategy guide</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>Written in Bone</i></a></li> <li>● Model using checklist</li> </ul>	

## Section Overview

Section Number	Section 9	Modified Section Overview
Description	Written in Bone	Section is optional
Assessment	<p>Students engage in research in response to a research question to write a narrative essay to respond to the extension task prompt. The extension task has students write a narrative about an event in history from another character’s point of view after engaging in research about the people and event involved.</p> <p><b>Culminating task connections:</b> Students complete the culminating writing task in a previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students analyze information about an event in history?</li> <li>● How well do students evaluate sources for credibility?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students incorporate elements of writing in a narrative essay?</li> <li>● How well do students use various sentence lengths to engage the reader?</li> </ul>	<p>Students engage in research in response to a research question to write a narrative essay to respond to the extension task prompt. The extension task has students write a narrative about an event in history from another character’s point of view after engaging in research about the people and event involved.</p> <p><b>Culminating task connections:</b> Students complete the culminating writing task in a previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students analyze information about an event in history?</li> <li>● How well do students evaluate sources for credibility?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well do students incorporate elements of writing in a narrative essay?</li> <li>● How well do students use various sentence lengths to engage the reader?</li> </ul>
Section Length	8 Lessons	0 lessons
Additional Supports for Diverse Learners		
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

**Lesson Overview**

Lesson Overview		
Lesson Number	<i>Lesson 33: Using search terms to locate sources to research a question while generating additional related questions for further investigation</i>	
Description	In this lesson, students will review the extension task and scoring guide and review criteria for valid sources and model assessing sources for accuracy. Then students practice using search terms to locate sources to answer their research question. Students generate additional questions for further investigation as they search for sources.	
Let's Express Our Understanding	Use specific search terms to effectively find credible, accurate sources.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop a research question?</li> <li>● Can students locate credible, accurate sources about a specific topic?</li> </ul>	
Text(s)	Various sources	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Internet access/computer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">"Other Jamestown Biographies"</a></li> <li>● Model developing a research question</li> <li>● Model analyzing sources</li> <li>● Guiding questions</li> </ul>

## Lesson Overview

Lesson Overview		
Lesson Number	<i>Lesson 34: Conducting research using Cornell Notes to quote and paraphrase data and conclusions from sources</i>	
Description	In this lesson, students begin reading the sources they located in the previous lesson. Students paraphrase the sources and identify important quotes of others and record the information using Cornell Notes.	
Let's Express Our Understanding	Review the information collected. In the key points/questions section: <ul style="list-style-type: none"> <li>● Identify the key points and any question you have.</li> <li>● Think about what you have learned related to your research question and record your response.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students paraphrase the sources they found related to their research question?</li> <li>● Can students identify key points from sources related to their research question?</li> </ul>	
Text(s)	Various sources	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Internet access/computer</li> <li>● Cornell Notes handout--3 for each student</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">"Other Jamestown Biographies"</a></li> <li>● Model using Cornell Notes</li> </ul>

## Lesson Overview

Lesson Number	<i>Lesson 35: Conducting research and engaging in peer conferencing</i>		Modified Lesson Overview
Description	<p>In this lesson, students engage in a peer conference to assess the validity of sources, determine whether there is sufficient information to answer the research question/provide clarity on the topic, and determine what questions still need to be answered. Student then continue to read sources and take notes using Cornell Notes while generating additional questions for further research.</p>		
Let's Express Our Understanding	<p>Continue reading your sources and using Cornell Notes to collect information that will help you answer your research question. You should complete at least three Cornell Notes, one for each source.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students assess the validity of sources in response to their research question?</li> <li>● Can students locate relevant evidence to answer the research question?</li> </ul>		
Text(s)	Various sources		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Internet access/computer</li> <li>● Cornell Notes handout--3 for each student</li> <li>● Conversation stems learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">“Other Jamestown Biographies”</a></li> <li>● Model using Cornell Notes</li> <li>● Model using conversation stems</li> <li>● Allow ELL students to collaborate in their home language as they assess the sources</li> <li>● Guiding questions</li> </ul>	



## Lesson Overview

Lesson Number	<i>Lesson 36: Organizing an event sequence to unfold naturally and logically in narrative writing</i>		Modified Lesson Overview
Description	In this lesson, students read the exemplar narrative and discuss the key elements to include in their narrative. Students create a storyboard summary for their narrative essay. Students will select an event that was mentioned in the unit in order to research the topic and write an essay that narrates and conveys the experiences or events.		
Let's Express Our Understanding	Complete a final storyboard on the sequence of events chart. Put details about the main events in the five larger boxes.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the elements of a story?</li> <li>● Can students create a storyboard to organize a sequence of plot events logically and naturally in preparation of writing a narrative essay?</li> </ul>		
Text(s)	<i>Exemplar narrative essay</i>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Cornell Notes handout--3 for each student</li> <li>● Extension task exemplar</li> <li>● Sequence of events chart</li> <li>● Shared writing samples as models strategy guide</li> <li>● Paired/partner reading strategy guide</li> <li>● Conversation stems learning tool</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">"Other Jamestown Biographies"</a></li> <li>● Provide definitions of story elements</li> <li>● Model labeling elements of a story</li> <li>● Guiding questions</li> </ul>	

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Lesson Overview		
Lesson Number	<i>Lesson 37: Engaging the reader by establishing a character's point of view</i>	
Description	In this lesson, students begin drafting the narrative essay, focusing on establishing a character's point of view.	
Let's Express Our Understanding	Write the draft of your narrative essay.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students engage in a peer discussion to improve their narrative storyboard?</li> <li>● Can students draft a narrative essay from one character's point of view?</li> </ul>	
Text(s)	<i>Extension task exemplar</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Sticky notes</li> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Cornell Notes handout--3 for each student</li> <li>● Extension task exemplar</li> <li>● Sequence of events chart</li> <li>● Conversation stems learning tool</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">"Other Jamestown Biographies"</a></li> <li>● Model brainstorming to engage in an introduction</li> <li>●</li> <li>● Allow ELL students to collaborate in their native language then join the discussion in</li> </ul>

		English <ul style="list-style-type: none"> <li>● Writing or grammar mini-lesson</li> <li>● Guiding questions</li> </ul>	

<b>Lesson Overview</b>
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Lesson Number	<i>Lesson 38: Using and adding to historical details in a narrative essay to establish context and engage the reader</i>		Modified Lesson Overview
Description	In this lesson, students continue drafting the narrative essay, focusing on how to use and add historical details to establish context and engage the reader.		
Let's Express Our Understanding	Continue drafting the narrative essay.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students draft a narrative essay from one character's point of view?</li> <li>● Can students draft a narrative essay with the five elements of a story? (exposition, rising action, climax, falling action, resolution)</li> </ul>		
Text(s)	<i>Extension task exemplar</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Highlighters</li> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Cornell Notes handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">"Other Jamestown Biographies"</a></li> <li>● Model reviewing research notes</li> </ul>	

	<ul style="list-style-type: none"> <li>● Extension task exemplar</li> <li>● Sequence of events chart</li> <li>● Draft essay</li> </ul>	<ul style="list-style-type: none"> <li>● Model adding historical facts to the narrative</li> <li>● Writing or grammar mini-lesson</li> <li>● Chunk the essay by story element</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 39: Use participial phrases as modifiers to nouns and pronouns to add detail and vary sentence structure</i>		Modified Lesson Overview
Description	In this lesson, students practice using participial phrases and then revise their draft narrative essay. Students should include participial phrases to add detail and vary sentence structure (by adding the phrase as an adjective to the noun or pronoun). Students also participate in peer conferences to improve their narrative draft.		
Let's Express Our Understanding	Revise writing based on peer feedback.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students engage in a peer discussion to improve their narrative storyboard?</li> <li>● Can students add participial phrases, nouns, and pronouns to add details and vary sentence structure?</li> </ul>		
Text(s)	<i>Extension task exemplar</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Markers</li> <li>● Chart paper</li> <li>● Conversation stems learning</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Small group for struggling students</li> </ul>	

	tool <ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Cornell Notes handout</li> <li>● Extension task exemplar</li> <li>● Sequence of events chart</li> <li>● Draft essay</li> </ul>	<ul style="list-style-type: none"> <li>● Guiding questions</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 40: Peer editing and publishing the narrative essay</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students engage in peer editing and publish the narrative essay.		
Let's Express Our Understanding	Publish writing by incorporating the feedback from your peer conference and making any final revisions or changes.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students engage in a peer conference and use feedback to improve their narrative?</li> <li>● Can students observe conventions to produce a clearly written narrative essay?</li> </ul>		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Editing checklist</li> <li>● Language Links-The Writing Revolution</li> <li>● Language Tasks-Mentor Sentences</li> <li>● Grammar Guide</li> <li>● Conversation stems</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Grammar mini-lesson</li> <li>● Model using editing marks</li> </ul>	

	learning tool <ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Extension task scoring guide</li> <li>● Cornell Notes handout</li> <li>● Extension task exemplar</li> <li>● Sequence of events chart</li> <li>● Draft essay</li> </ul>		

<b>Section Overview</b>
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Section Number	Section 10	Modified Section Overview
Description	Written in Bone	Optional Section
Assessment	<p>Students are given approximately 40 minutes to demonstrate their ability to read, understand, and express understanding of “Puzzles of the Chesapeake,” “Forensic Anthropology,” and “30,000 Skeletons” by writing an extended response that compares and contrasts how forensic anthropology is explained in the texts and video.</p> <p><b>Culminating task connections:</b> Students complete the culminating writing task in a previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the topic is explained in the text and video?</li> <li>● How well does the student analyze the effectiveness of the way the information is presented?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p>Students are given approximately 40 minutes to demonstrate their ability to read, understand, and express understanding of “Puzzles of the Chesapeake,” “Forensic Anthropology,” and “30,000 Skeletons” by writing an extended response that compares and contrasts how forensic anthropology is explained in the texts and video.</p> <p><b>Culminating task connections:</b> Students complete the culminating writing task in a previous section.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the topic is explained in the text and video?</li> </ul>

	<ul style="list-style-type: none"> <li>How well does the student cite several pieces of relevant textual evidence to support their explanation?</li> <li>How well does the student produce clear and coherent writing to address a writing prompt?</li> </ul>	<ul style="list-style-type: none"> <li>How well does the student analyze the effectiveness of the way the information is presented?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student cite several pieces of relevant textual evidence to support their explanation?</li> <li>How well does the student produce clear and coherent writing to address a writing prompt?</li> </ul>
Section Length	2 Lessons	0 lesson
Additional Supports for Diverse Learners		
	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.	

Lesson Overview		
Lesson Number	<i>Lesson Cold-Read Task, Multiple Choice Questions</i>	<b>Modified Lesson Overview</b>
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. Students will reread “Puzzles of the Chesapeake” from chapter one of <i>Written in Bone</i> , read “Forensic Anthropology,” and view “30,000 Skeletons” to answer the questions.	Optional lesson
Let’s Express Our Understanding	<p>Students have twenty-five minutes to read “Puzzles of the Chesapeake” and “Forensic Anthropology” to respond to five questions.</p> <ul style="list-style-type: none"> <li>Read this sentence from the passage. <ul style="list-style-type: none"> <li>“Anthropology is the scientific study of human beings and their ancestors.”</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ How does adding the word “forensic” enhance the job description of an anthropologist?</li> <li>● Which sentence best states the central idea of “Puzzles of the Chesapeake”?</li> <li>● How does paragraph 2 of “Puzzles of the Chesapeake” contribute to the overall development of ideas in the passage?</li> <li>● Which sentence best explains how the author of “Forensic Anthropology” and the author of “Puzzles in the Chesapeake” interpret the facts about forensic anthropology?</li> <li>● How does the author of “Forensic Anthropology” introduce and develop the ideas presented in the text?</li> </ul> <p>Students have fifteen minutes to view “30,000 Skeletons” and answer question six.</p> <ul style="list-style-type: none"> <li>● Which sentence best explains how Kari Bruwelheide in “30,000 Skeletons” and Sally Walker in <i>Written in Bone</i> shape their presentations of information on forensic anthropology?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students accurately respond to text dependent questions on a cold-read assessment?</li> <li>● Can students identify supporting evidence for specific text dependent questions?</li> </ul>	
Text(s)	<p><i>Written in Bone</i> by: Sally M. Walker  “Forensic Anthropology”  “30,000 Skeletons” video</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Cold-read task items</li> <li>● Cold-read task answer sheet</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Written in Bone</i></li> </ul>



## Lesson Overview

Lesson Number	<i>Lesson 42: Writing an extended response for the cold-read task</i>		Modified Lesson Overview
Description	<p>In this lesson, students are given approximately 40 minutes to demonstrate their ability to read, understand, and express understanding of “Puzzles of the Chesapeake,” “Forensic Anthropology,” and “30,000 Skeletons” by writing an extended response.</p>		Optional lesson
Let’s Express Our Understanding	<p>Students will be given forty minutes to write an extended response that explains which medium you think is most effective in explaining the role of a forensic anthropologist. Cite evidence from at least two sources to support your response. Be sure to observe the conventions of standard English. Compare and contrast how forensic anthropology is explained in “Puzzles of the Chesapeake,” “Forensic Anthropology,” and “30,000 Skeletons.” Compare and contrast how forensic anthropology is explained in “Puzzles of the Chesapeake,” “Forensic Anthropology,” and “30,000 Skeletons.”</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students write a well organized extended response that describes the most effective medium explaining a topic?</li> <li>● Can students provide evidence to support their written response?</li> </ul>		
Text(s)	<p><i>Written in Bone</i> by: Sally M. Walker                      “Forensic Anthropology”                      “30,000 Skeletons” video</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Cold-read task items</li> <li>● Cold-read task answer sheet</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> of <i>Written in Bone</i></li> </ul>	