

## Grade 8 – Conservation

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



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

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

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

*Happy piloting!*

*\*\*\**

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

[ELA Companion Resources Survey](#)

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

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

### Grade 8, Unit 4 - Conservation

Unit Overview		
Grade	8	Modified Unit Overview
Guidebook Text	<i>Conservation</i>	Original and adapted versions of <i>Conservation</i>
Unit Description	We will read the informational text <i>Conservation as a National Duty</i> by Theodore Roosevelt and a series of related literary and informational texts to explore the question: To what extent is it the duty of mankind to protect nature’s natural beauty and to leave resources behind for future generations? We will express our understanding through an essay that analyzes how Roosevelt makes connections between conservation and the progress, patriotism, and morality of the American people.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Conservation as a National Duty</i> by Theodore Roosevelt and a series of related literary and informational texts to explore the question: <i>To what extent is it the duty of mankind to leave behind natural resources for future generations?</i> We will express our understanding through a permanent product that describes how Roosevelt makes connections between conservation and the progress, patriotism, and morality of the American people.
Essential Question	<i>To what extent is it the duty of mankind to leave behind natural resources for future generations?</i>	<i>To what extent is it the duty of mankind to leave behind natural resources for future generations?</i>
Culminating Task	<p>Read the following excerpt from President Theodore Roosevelt’s speech at Osawatomie, Kansas, on August 31, 1910.</p> <p style="padding-left: 40px;">Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.... Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the</p>	<p>Read the following excerpt from President Theodore Roosevelt’s speech at Osawatomie, Kansas, on August 31, 1910.</p> <p style="padding-left: 40px;">Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.... Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the</p>

few.... Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us, and training them into a better race to inhabit the land and pass it on. Conservation is a great moral issue, for it involves the patriotic duty of insuring the safety and continuance of the nation.

How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people? To answer this question:

- Review Roosevelt's philosophy on conservation as it is conveyed throughout this quotation and "Conservation as a National Duty."
- Identify the connections he makes between conservation and the progress, patriotism, and morality of the American people.
- Examine how Roosevelt uses each of those connections to encourage the American people to support conservation by identifying the reasons and evidence he provides.
- Identify instances where Roosevelt's reasoning is sound and evidence is sufficient and any instances where irrelevant evidence is introduced.

Write an essay that explains how these connections are made to support Roosevelt's cause of conservation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate

few.... Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us, and training them into a better race to inhabit the land and pass it on. Conservation is a great moral issue, for it involves the patriotic duty of insuring the safety and continuance of the nation.

Create a permanent product that describes how Roosevelt makes connections between conservation and the morality of the American people. In order to do this, students will:

- Identify Roosevelt's philosophy on conservation as it is conveyed throughout this quotation and "Conservation as a National Duty."
- Identify the connections he makes between conservation and the morality of the American people.
- Identifying the reasons and evidence he provides to support his claim that conservation is a moral duty.
- Name instances where Roosevelt's reasoning is sound and evidence is sufficient.
- Name any instances where Roosevelt introduces irrelevant evidence.

Create a permanent product that describes how these connections are made to support Roosevelt's claim that conservation is a moral duty. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and

	words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.	phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.
Sections & Lessons	<i>9 sections, 39 lessons total</i>	6 Sections, 24 lessons total

Assessment Overview		
Guidebook Assessment		Modified Assessment Overview
Culminating Writing Task	<p>Students write a multiparagraph, expository essay in response to the prompt: How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people?</p>	<ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Exemplar student response</li> <li>● Grade 6-8 writing rubric</li> </ul> <p>Read the following excerpt from President Theodore Roosevelt’s speech at Osawatomie, Kansas, on August 31, 1910.</p> <p>Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.... Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the few.... Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us, and training them into a better race to inhabit the land and pass it on. Conservation is a great moral</p>

			<p>issue, for it involves the patriotic duty of insuring the safety and continuance of the nation.</p> <p>Create a permanent product that describes how Roosevelt makes connections between conservation and the morality of the American people. In order to do this, students will:</p> <ul style="list-style-type: none"> <li>· Identify Roosevelt’s philosophy on conservation as it is conveyed throughout this quotation and <u>“Conservation as a National Duty.”</u></li> <li>· Identify the connections he makes between conservation and the morality of the American people.</li> <li>· Identifying the reasons and evidence he provides to support his claim that conservation is a moral duty.</li> <li>· Name instances where Roosevelt’s reasoning is sound and evidence is sufficient.</li> <li>· Name any instances where Roosevelt introduces irrelevant evidence.</li> </ul> <p>Create a permanent product that describes how these connections are made to support Roosevelt’s claim that conservation is a moral duty. 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>
Cold-Read Task	Students read “John James Audubon and the Natural World” by Gabriela Hernandez. Then students answer a combination of questions.	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Answer key</li> <li>● Answer sheet</li> <li>● Grade 6-8 writing rubric</li> </ul>	This will be optional.

Extension Task	Students conduct research on a modern conservation group. Then students write an expository, research-based essay that explains how the group’s values and goals support the conservation movement of today. Finally, students write and deliver a speech as the leader of the organization about their goals and the importance of their work in our community today.	<ul style="list-style-type: none"> <li>● Extension task directions</li> <li>● Exemplar student response</li> <li>● Multimedia presentation rubric</li> <li>● Grade 6-8 writing rubric</li> </ul>	This will be optional.
----------------	--	--	------------------------

Section Overview		
Section Number	1	Modified Section Overview
Description	<i>Conservation</i>	Original and <a href="#">adapted version</a> of <i>Conservation</i> by Theodore Roosevelt and the short story “Autumntime” by A. Lentini.
Assessment	<p>Students write an essay in response to the question: How is Roosevelt’s claim about <i>progress</i> represented by the themes, characters, and events of “Autumntime?” They use the answer frame handout to organize their writing and when drafting their response in their reading log.</p> <p><b>Culminating task connections:</b> Students develop their understanding of how Roosevelt makes connections between conservation and progress, specifically that progress has increased at a rate never known before in history and this rapid increase goes hand-in-hand with the rapid</p>	<p>Students write or dictate an essay in response to the question: How is Roosevelt’s claim about <i>progress</i> represented by the themes, characters, and events of “Autumntime?” They use the answer frame handout to organize their writing and when drafting their response in their reading log.</p> <p><b>Culminating task connections:</b> Students begin to develop their understanding of how Roosevelt makes connections between conservation and progress, specifically that progress has increased at a rate</p>

exhaustion of natural resources. Students practice examining key vocabulary words in Roosevelt's speech to determine his purpose. They also make connections between Roosevelt's claims about progress and the literary text "Autumntime," specifically how Roosevelt's claims are represented by the themes, characters, and events in the short story.

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

**Reading/Knowledge Look Fors:**

- How well does the student determine a theme in *Autumntime*?
- How well does the student determine a connection made by Roosevelt between *progress* and *conservation*?
- How well does the student determine a connection between Roosevelt's claim about *progress* and the themes, characters, and events of "Autumntime?"

**Writing/ELA Skill Look Fors:**

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

never known before in history and this rapid increase goes hand-in-hand with the rapid exhaustion of natural resources. They will practice examining key vocabulary words in Roosevelt's speech to determine his purpose. They also make connections between Roosevelt's claims about progress and the literary text "Autumntime," specifically how Roosevelt's claims are represented by the themes, characters, and events in the short story.

Students also show their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to create a permanent product.

**Reading/Knowledge Look Fors:**

- How well does the student determine a theme in *Autumntime*?
- How well does the student determine a connection made by Roosevelt between *progress* and *conservation*?
- How well does the student determine a connection between Roosevelt's claim about *progress* and the themes, characters, and events of "Autumntime?"

**Writing/ELA Skill Look Fors:**

- How well does the student develop meaningful claims using text evidence to support the theme in Roosevelt's speech and "Autumntime"?
- How well does the student support the connection between Roosevelt's speech and "Autumntime"?

Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency</li> <li>● Fluency Task</li> <li>● “Conservation as a National Duty”</li> <li>● Support for Knowledge Demands</li> <li>● Let’s Set the Context videos</li> <li>● “<a href="#">President Theodore Roosevelt</a>”</li> <li>● “<a href="#">Persuasion and Rhetorical Appeals</a>”</li> <li>● “<a href="#">Conservationism and Environmentalism</a>”</li> </ul>	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> <li>● Protocol for Explicitly Teaching Vocabulary</li> <li>● Vocabulary Task for “omnipresent”</li> <li>● Mentor sentence protocol</li> <li>● Language Links from TWR for Lessons 1-4</li> <li>● Support for Structure</li> <li>● Additional support for determining setting in Lesson 2</li> <li>● Support for Meaning</li> <li>● Additional text-dependent questions for Lessons 3 and 4</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of Conservation</li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with 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	Lesson 1: Summarizing a short story and determining the theme		Modified Lesson Overview
Description	In this lesson, students read the short story "Autumntime" by A. Lentini and work with a partner to write a summary. Through class discussion, students determine the theme of the short story.		In this lesson, the student reads or is read to, the short story "Autumntime" by A. Lentini and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text (<a href="#">LC.RL.8.1c</a>).</li> <li>Determine the theme or central idea of a text (<a href="#">LC.RL.8.2a</a>).</li> </ul>
Let's Express Our Understanding	Label the following as sentences (S) or fragments (F): <ul style="list-style-type: none"> <li>the urbanization program</li> <li>backyards were no longer protected</li> <li>the o'brien house and tree</li> <li>the narrator and his family enjoyed seeing the tree</li> <li>must be valued and protected</li> </ul> Use one of the corrected sentences to write a paragraph explaining the theme of "Autumntime."		Label the following as sentences (S) or fragments (F): <ul style="list-style-type: none"> <li>backyards were no longer protected</li> <li>the o'brien house and tree</li> <li>the narrator and his family enjoyed seeing the tree</li> </ul> Use one of the corrected sentences to write a paragraph explaining the theme of "Autumntime."
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine a theme in <i>Autumntime</i>?</li> <li>Can students support their theme with relevant evidence from the text?</li> </ul>		<ul style="list-style-type: none"> <li>Can the student select a theme in <i>Autumntime</i>?</li> <li>Can the student support their theme with relevant evidence from the text?</li> </ul>
Text(s)	"Autumntime" by A. Lentini		"Autumntime" by A. Lentini
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>Summary template</li> </ul>	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>handout</p> <ul style="list-style-type: none"><li>• Conversation stems handout</li><li>• Reading log</li></ul>	<ul style="list-style-type: none"><li>• Conversation stems</li><li>• Teacher talk moves</li></ul>	<ul style="list-style-type: none"><li>• Original and <a href="#">adapted version(s)</a> of the text</li><li>• <a href="#">Adapting Lesson Plans</a></li><li>• <a href="#">Student Response Modes</a></li><li>• Diverse Learners Guide - Section 01 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature (LC.RL.8.1c)</a>:<ul style="list-style-type: none"><li>• Highlighters</li><li>• Text</li><li>• Sorts</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li><li>• Preview of the text, illustrations, and details, frontloading</li><li>• Pictures, objects, or tactile representations to</li></ul></li></ul>
--	---	---	--

			<p>illustrate the key details</p> <ul style="list-style-type: none"> <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	Lesson 2: Analyzing key academic vocabulary in “Conservation as a National Duty”	<b>Modified Lesson Overview</b>
Description	In this lesson, students read the beginning of President Roosevelt’s speech, “Conservation as a National Duty” and build meaning by analyzing key vocabulary. Students also discuss how analyzing vocabulary helps build deeper meaning of the text and the author’s purpose.	<p>In this lesson, the student reads or is read to the beginning of President Roosevelt’s speech, “Conservation as a National Duty” and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (<a href="#">LC.RI.8.6</a>).</li> <li>• Use a variety of strategies to derive meaning from a variety of print and non-print informational texts</li> </ul>

		<p><a href="#">(LC.RI.8.10b)</a>.</p> <ul style="list-style-type: none"> <li>● Use context as a clue to the meaning of a grade-appropriate word or phrase <a href="#">(LC.L.8.4a)</a>.</li> </ul>	
Let's Express Our Understanding	Reread the first five paragraphs. In your reading log, write a response to the following question: What is the purpose of the first five paragraphs of the speech? What relevant evidence supports your answer?	Read or be read to the first five paragraphs. In your reading log, write or dictate a response to the following question: What is the purpose of the first five paragraphs of the speech? What important evidence supports your answer?	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use context clues to determine the meaning of the word <i>conservation</i>?</li> <li>● Can students explain how analyzing vocabulary words contributes to their understanding of the author's purpose?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student use context clues to determine the meaning of the word <i>conservation</i>?</li> <li>● Can the student demonstrate how dissecting vocabulary words allows for their understanding of the author's purpose?</li> </ul>	
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Dictionary</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conservation stems</li> <li>● Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 01 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.6)</a>:</li> </ul>

- |  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>• Squared paper to make cubes</li><li>• Graphic Organizer (Venn Diagram)</li><li>• Various informational Texts</li><li>• Interactive White Board</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Sentence strips that provide support for the authors point of view</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Graphic organizers</li><li>• Highlighted information within the text</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Clearly differentiated multiple-choice answers</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Dichotomous questions that allow for making a</li></ul> |
|--|--|--|--|

			<p>choice of correct versus incorrect answers</p> <ul style="list-style-type: none"> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> </ul>
--	--	--	--

Lesson Overview		
Lesson Number	Lesson 3: Identifying claims and tracking supporting evidence in “Conservation as a National Duty”	Modified Lesson Overview
Description	In this lesson, students begin to identify Roosevelt’s claims and track supporting evidence in “Conservation as a National Duty.”	<p>In this lesson, the student begins to identify Roosevelt’s claims and track supporting evidence in “Conservation as a National Duty” and, as needed, an <i>adapted version</i>.</p> <ul style="list-style-type: none"> <li>• Identify an argument or claim that the author makes (<a href="#">LC.RI.8.8a</a>).</li> <li>• Evaluate the claim or argument to determine if it is supported by evidence (<a href="#">LC.RI.8.8b</a>)</li> </ul>
Let’s Express Our Understanding	In your reading log, use at least two of the words that you circled in the text to write a three-sentence summary of Roosevelt’s claim regarding progress.	In your reading log, use at least one of the words that you circled in the text to write or dictate a sentence summary of Roosevelt’s claim regarding progress.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine a connection made by Roosevelt between <i>progress</i> and <i>conservation</i>?</li> <li>• Can students support their connection using relevant evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students determine a connection made by Roosevelt between <i>progress</i> and <i>conservation</i>?</li> <li>• Can students support their connection using relevant evidence from the text?</li> </ul>
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt	“Conservation as a National Duty” by Theodore Roosevelt

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"><li>• Student claim chart handout</li><li>• Conversation stems handout</li></ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"><li>• Teacher talk moves</li><li>• Conversation stems</li></ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"><li>• Original and <a href="#">adapted version(s)</a> of the text</li><li>• <a href="#">Adapting Lesson Plans</a></li><li>• <a href="#">Student Response Modes</a></li><li>• Diverse Learners Guide - Section 01 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.8b)</a></li><li>• Highlighted information within the text</li><li>• Graphic organizers</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Sentence strips that reflect supporting details about the topic</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Content delivered using multi-media (e.g., book,</li></ul>
------------------	---	---	---

			<p>storyboard, video, computer, etc.)</p> <ul style="list-style-type: none"> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Peer support, collaborative grouping</li> </ul>
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 4: Explain how “Autumntime” represents the claims delineated in “Conservation”	<b>Modified Lesson Overview</b>
Description	In this lesson, students write a response that explains how the short story “Autumntime” represents Roosevelt's claim about progress.	<p>In this lesson, the student writes or dictates a response that explains how the short story “Autumntime” represents Roosevelt's claim about progress.</p> <ul style="list-style-type: none"> <li>• Compare modern works of literature to the texts from which they draw ideas (<a href="#">LC.RL.8.9</a>).</li> <li>• Use words, phrases and clauses to link the claim and reasons and clarify relationships among ideas (<a href="#">LC.W.8.1d</a>).</li> </ul>
Let’s Express Our Understanding	How is Roosevelt’s claim about <i>progress</i> represented by the themes, characters, and events of “Autumntime?” Use the answer frame handout to organize your writing when drafting your response in your reading log. Draft your response in your reading log.	<p>Determine how themes, characters, or events of “Autumntime?” are shown in Roosevelt's claim about <i>progress</i>.</p> <ul style="list-style-type: none"> <li>• Use the answer frame handout to organize your writing when drafting your response in your reading log.</li> </ul>



		<ul style="list-style-type: none"> <li>● Draft or dictate your response in your reading log.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a connection between Roosevelt’s claim about <i>progress</i> and the themes, characters, and events of “Autumntime?”</li> <li>● Can students support their connection using relevant evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student match Roosevelt’s claim about <i>progress</i> and the themes, characters, and events of “Autumntime?”</li> <li>● Can the student support their connection using relevant evidence from the text?</li> </ul>	
Text(s)	<p>“Conservation as a National Duty” by Theodore Roosevelt  “Autumntime” by A. Lentini</p>	<p>“Conservation as a National Duty” by Theodore Roosevelt  “Autumntime” by A. Lentini</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Student claim chart handout</li> <li>● Answer frame handout</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> <li>● Evidence sentence starters</li> <li>● Transitions</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 01 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature (LC.RL.8.9)</a>:</li> <li>● Texts about the same topic in different genres.</li> <li>● Venn Diagram</li> <li>● Read aloud texts</li> </ul>

			<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> </ul>
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 5: Recognize and correct inappropriate shifts in verb voice	<b>Modified Lesson Overview</b>
Description	In this lesson, students revise their responses to “Autumntime”	In this lesson, the student revises their responses to

	and “Conservation as a National Duty” by recognizing and correcting inappropriate shifts in verb voice. Students then revise and edit their drafts and then produce a final copy.	“Autumntime” and “Conservation as a National Duty” and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Create an objective summary of a text (<a href="#">LC.RL.8.2c</a>).</li> <li>● Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating (<a href="#">LC.L.8.1b</a>).</li> </ul>	
Let’s Express Our Understanding	Read your draft aloud to yourself. Make corrections. Create a final version.	<ol style="list-style-type: none"> <li>1. Read your draft aloud to yourself / Listen to your draft read aloud.</li> <li>2. Make corrections.</li> <li>3. Create a final version.</li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify subjects and verbs in their own response?</li> <li>● Can students use the identified subjects and verbs to revise inappropriate shifts in active and passive voice?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify subjects and verbs in their own response?</li> <li>● Can students use the identified subjects and verbs to revise inappropriate shifts in active and passive voice?</li> </ul>	
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt “Autumntime” by A. Lentini	“Conservation as a National Duty” by Theodore Roosevelt “Autumntime” by A. Lentini	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Answer frame handout</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 01 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

- |  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature (LC.RL.8.2c)</a>:<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></li></ul> |
|--|--|--|--|

Section Overview		
Section Number	2	<b>Modified Section Overview</b>
Description	<i>Conservation</i>	Original and <a href="#">adapted version</a> of <i>Conservation</i> by Theodore Roosevelt.
Assessment	<p>Students discuss Roosevelt’s claim of morality in his speech in small groups. They also discuss evidence of his claim. Finally, they add ideas to their evidence charts.</p> <p><b>Culminating task connections:</b>            Students develop their understanding of how Roosevelt makes connections between conservation and morality, specifically that we have an obligation to future generations to preserve natural resources for future generations. Students practice examining key vocabulary words in Roosevelt’s speech to build meaning. They also make connections between Roosevelt’s claims about morality and two poems, “Requiem for a Nest” and “Birdfoot’s Grampa,” specifically how the texts share a common theme and purpose.</p> <p>Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to write an explanatory essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student determine a common theme in “Requiem for a Nest” and “Birdfoot’s Grampa?”</li> </ul>	<p>In small groups students discuss Roosevelt’s claim of morality in his speech. They also discuss evidence of his claim. Finally, they add ideas to their evidence charts.</p> <p><b>Culminating task connections:</b>            Students will develop their understanding of how Roosevelt makes connections between conservation and morality, specifically that we have an obligation to future generations to preserve natural resources for future generations. Students will practice examining key vocabulary words in Roosevelt’s speech to build meaning. They will also make connections between Roosevelt’s claims about morality and two poems, “Requiem for a Nest” and “Birdfoot’s Grampa,” specifically how the texts share a common theme and purpose.</p> <p>Students also demonstrate their ability to form a claim, cite textual evidence that supports the claim, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to create a permanent product.</p> <p><b>Reading/Knowledge Look Fors:</b></p>

	<ul style="list-style-type: none"> <li>• How well does the student determine a connection made by Roosevelt between <i>morality</i> and <i>conservation</i>?</li> <li>• How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?</li> <li>• How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text?</li> <li>• How well does the student recognize and interpret words and phrases to deepen their understanding of texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>• How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>• How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>• How well does the student determine a common theme in “Requiem for a Nest” and “Birdfoot’s Grampa?”</li> <li>• How well does the student determine a connection made by Roosevelt between <i>morality</i> and <i>conservation</i>?</li> <li>• How well does the student recognize connections among texts to make logical comparisons?</li> <li>• How well does the student determine themes of a text by analyzing how the details, elements, and effects contribute to their understanding of the implied meaning of the text?</li> <li>• How well does the student recognize and interpret words and phrases to deepen their understanding of texts?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student support their common theme with relevant evidence from each text?gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>• How well does the student support their thinking with relevant evidence from each text?</li> </ul>
Section Length	7 lessons	7 lessons
Additional Supports for Diverse Learners		<p>During the Section:</p> <ul style="list-style-type: none"> <li>• Support for Language</li> <li>• Language Links from TWR for Lessons 7,</li> </ul> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of Conservation</li> <li>• <a href="#">Louisiana Connectors</a></li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

		10, 11, and 12	<ul style="list-style-type: none"> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 6: Point of view and meaning in “Requiem for a Nest”	<b>Modified Lesson Overview</b>
Description	In this lesson, students read “Requiem for a Nest” and determine how the poet’s language develops point of view and meaning in the poem. Students also analyze the poem and record their annotations on a graphic organizer.	<p>In this lesson, the student reads or is read to “Requiem for a Nest” and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>● Explain how language use contributes to the meaning of a poem or drama (<a href="#">LC.RL.8.5b</a>).</li> </ul>
Let’s Express Our Understanding	In your reading log, complete each sentence based on your understanding of the theme.	In your reading log, complete the sentence based on your understanding of the theme.

	<ul style="list-style-type: none"> <li>○ The bird creates her nest in a dangerous place because. . .</li> <li>○ The bird creates her nest in a dangerous place, but. . .</li> <li>○ The bird creates her nest in a dangerous place, so. . . .</li> </ul>	<ul style="list-style-type: none"> <li>○ The bird creates her nest in a dangerous place because. . .</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a theme of “Requiem for a Nest?”</li> <li>● Can students support their theme with relevant evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students identify a theme of “Requiem for a Nest?”</li> <li>● Can students support their theme with relevant evidence from the text?</li> </ul>
Text(s)	“Requiem for a Nest” by Wanda Coleman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● TP-CASTT Organizer for “Requiem for a Nest”</li> <li>● A yellow highlighter and a blue highlighter</li> <li>● Conversation stems handout</li> <li>● Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <u>Audio recording of <i>Requiem for a Nest</i></u></li> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <i>Diverse Learners Guide - Section 02 of Grade 08 Conservation - Section Supports - Additional Supports for Diverse Learners</i></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature (LC.RL.8.5b)</a>: <ul style="list-style-type: none"> <li>• Read aloud texts</li> <li>• Interactive white board</li> </ul> </li> </ul>	



			<ul style="list-style-type: none"><li>• 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	Lesson 7: Analyzing language to determine different points of view in “Birdfoot’s Grampa”		Modified Lesson Overview
Description	In this lesson, students read the poem “Birdfoot’s Grampa” by Joseph Bruchac to a partner to practice fluency and then analyze the language and meaning of the poem. Through class discussion, students also analyze how the language of the poem illustrates differences in point of view.		In this lesson, the student reads or is read to the poem “Birdfoot’s Grampa” by Joseph Bruchac and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Explain how language use contributes to the meaning of a poem or drama (<a href="#">LC.RL.8.5b</a>).</li> <li>● Compare and contrast the points of view of different characters in the same text (<a href="#">LC.RL.8.6a</a>).</li> </ul>
Let’s Express Our Understanding	Answer the following question in your reading log: How does the point of view of the speaker differ from the point of view of Grampa? Provide specific evidence from the text that illustrates this difference.		With assistance if needed, answer the following question in your reading log: <ol style="list-style-type: none"> <li>1. What is the point of view of the speaker?</li> <li>2. What is the point of view of Grampa?</li> <li>3. How are these two points of view different?</li> <li>4. Provide text evidence to show this difference.</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine how the speaker’s point of view is different from Grandpa’s point of view?</li> <li>● Can students support their thinking with relevant evidence from the text?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student determine how the speaker’s point of view is different from Grandpa’s point of view?</li> <li>● Can the student support their thinking with relevant evidence from the text?</li> </ul>
Text(s)	“Birdfoot’s Grampa” by Joseph Bruchac		“Birdfoot’s Grampa” by Joseph Bruchac
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● “Birdfoot’s Grampa” TP-CASTT organizer</li> <li>● Conversation stems handout</li> <li>● Reading log</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 08 <i>Conservation</i> - Section Supports - Additional</li> </ul>

Supports for Diverse Learners

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Literature \(LC.RL.8.6a\)](#):
  - Sort cards
  - Read aloud texts
  - 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

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

Lesson Overview		
Lesson Number	Lesson 8: Determining the central idea in “Birdfoot’s Grampa” and “A Parable of Sauntering”	Modified Lesson Overview
Description	In this lesson, students use SOAPStone to determine the central idea in “A Parable of Sauntering” by Albert W. Palmer and explain how it relates to the theme of “Birdfoot’s Grampa.”	In this lesson, students use SOAPStone to determine the central idea in “A Parable of Sauntering” by Albert W. Palmer and, as needed, an <a href="#"><i>adapted version</i></a> . <ul style="list-style-type: none"> <li>• Analyze the development of the central ideas over the course of the text (<a href="#">LC.RI.8.2b</a>).</li> </ul>
Let’s Express Our Understanding	Complete these sentence stems in your reading log: <ul style="list-style-type: none"> <li>○ After speaking to Mr. Muir, . . .</li> <li>○ Since the speaker learns the “secret of the saunter,” . . .</li> <li>○ When people are concerned with money and amusement, . . .</li> <li>○ If people want to appreciate the beauty of life, . . .</li> </ul>	With assistance if needed, complete these sentence stems in your reading log: <ul style="list-style-type: none"> <li>○ After speaking to Mr. Muir, . . .</li> <li>○ When people are concerned with money and amusement, . . .</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the central idea in “A Parable for Sauntering?”</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student determine the central idea in “A Parable for Sauntering?”</li> </ul>

	<ul style="list-style-type: none"> <li>• Can students explain a connection between the central idea in “A Parable for Sauntering” and the theme of “Birdfoot’s Grampa?”</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student explain a connection between the central idea in “A Parable for Sauntering” and the theme of “Birdfoot’s Grampa?”</li> </ul>
Text(s)	“A Parable of Sauntering” by Albert W. Palmer	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• SOAPSTone graphic organizer</li> <li>• TP-CASTT organizer for “Birdfoot’s Grampa”</li> <li>• Reading log</li> <li>• Conversation stems handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul> <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• Diverse Learners Guide - Section 02 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.2b)</a>:</li> <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> </ul>

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

Lesson Overview		
Lesson Number	Lesson 9: Conduct a fishbowl discussion on common themes in “Requiem for a Nest,” “Birdfoot’s Grampa,” and “A Parable for Sauntering”	<b>Modified Lesson Overview</b>
Description	In this lesson, students engage in a fishbowl discussion to analyze the common devices and themes in “Requiem for a Nest,” “Birdfoot’s Grampa,” and “A Parable for Sauntering” and to compare how the authors develop meaning in their respective	<p>In this lesson, the student engages in a fishbowl discussion.</p> <ul style="list-style-type: none"> <li>• Determine the theme or central idea of a text (<a href="#">LC.RL.8.2a</a>).</li> <li>• Analyze the development of the central ideas over</li> </ul>

	texts.	the course of the text ( <a href="#">LC.RI.8.2b</a> ).	
Let's Express Our Understanding	Students participate in a fishbowl discussion to answer the questions: What common themes do "Requiem for a Nest," "Birdfoot's Grampa," and "A Parable for Sauntering" share? How do the authors develop meaning in their respective texts?	Students participate in a fishbowl discussion to answer the questions: <ol style="list-style-type: none"> <li>1. What are the common themes that "Requiem for a Nest," "Birdfoot's Grampa," and "A Parable for Sauntering" share?</li> <li>2. How do the authors develop meaning in their respective texts?</li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a common theme in all three poems?</li> <li>● Can students support their common theme with relevant evidence from each text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can students determine a common theme in all three poems?</li> <li>● Can students support their common theme with relevant evidence from each text?</li> </ul>	
Text(s)	"Requiem for a Nest" by Wanda Coleman "Birdfoot's Grampa" by Joseph Bruchac "A Parable for Sauntering" by Albert W. Palmer	"Requiem for a Nest" by Wanda Coleman "Birdfoot's Grampa" by Joseph Bruchac "A Parable for Sauntering" by Albert W. Palmer	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● "Requiem for a Nest" and "Birdfoot's Grampa" TP-CASTT organizers</li> <li>● "A Parable of Sauntering" SOAPStone graphic organizer</li> <li>● Fishbowl evidence chart</li> <li>● Conversation stems handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

[\(LC.RI.8.2b\):](#)

- Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise
- Various informational Texts
- Interactive White Board
- Graphic Organizers
- Individual copies of informational texts for each student
- Informational coding sheet for each student
- Read aloud texts
- Deliver content using multi-media
- Preview of the text, illustrations, and details, frontloading
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text with the same key events or details



Lesson Overview		
Lesson Number	Lesson 10: Tracing supporting evidence in “Conservation as a National Duty”	
		<b>Modified Lesson Overview</b>
Description	In this lesson, students continue reading and tracing supporting evidence in “Conservation as a National Duty.” Students shift from Roosevelt’s claim of progress to his claim of morality.	In this lesson, the student continues to read or being read to and tracing supporting evidence in “Conservation as a National Duty” and, as needed, an <i>adapted version</i> . <ul style="list-style-type: none"> <li>● Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.8.10a</a>).</li> <li>● Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text (<a href="#">LC.RI.8.1b</a>).</li> </ul>
Let’s Express Our Understanding	Discuss Roosevelt’s claim of morality. Discuss evidence of this claim. Add ideas to your evidence chart.	<ol style="list-style-type: none"> <li>1. Identify Roosevelt’s claim of morality.</li> <li>2. Locate evidence of this claim.</li> <li>3. Add ideas to your evidence chart.</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine Roosevelt’s claim of morality in his speech?</li> <li>● Can students support their thinking with relevant evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student determine Roosevelt’s claim of morality in his speech?</li> <li>● Can the student support their thinking with relevant evidence from the text?</li> </ul>
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Student claim chart handout</li> <li>● Conversation stems handout</li> <li>● Highlighter</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence sentence</li> </ul>
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 08</li> </ul>

starters

*Conservation* - Section Supports - Additional Supports for Diverse Learners

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions essential for student understanding of key concepts
- Essential Elements Cards - [Grade 6-8 Informational \(LC.RI.8.1b\)](#)
  - Use picture/object/tactile representations to illustrate important events or details of events in the text
  - Sentence strips that reflect evidence about the topic
  - Use multi-media as a means for presenting information.
  - Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)
  - Graphic organizers
  - Teach using meaningful content from a variety of mediums (e.g., internet)
  - Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.
  - Read aloud texts

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

Lesson Overview		
Lesson Number	Lesson 11: Analyzing key academic vocabulary in “Conservation as a National Duty”	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue reading President Roosevelt’s speech, “Conservation as a National Duty” and build meaning by analyzing key vocabulary.	<p>In this lesson, students continue reading or being read to President Roosevelt’s speech, “Conservation as a National Duty” and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>• Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.8.10a</a>).</li> <li>• Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.8.10b</a>).</li> <li>• Analyze how the use of figurative, connotative or</li> </ul>

		technical terms affects the meaning or tone of text ( <a href="#">LC.RI.8.4c</a> ).	
Let's Express Our Understanding	<p>Read the excerpt on the left (of slide 10) silently as I read it aloud. In your reading log, define the word "rendered" and explain how you determined its meaning. Use the sentence stems from earlier in the lesson:</p> <ul style="list-style-type: none"> <li>○ Another way to say rendered is....</li> <li>○ I made meaning of rendered by looking at other words and/or phrases in the sentence, such as....</li> <li>○ I looked at....</li> <li>○ I noticed that....</li> </ul>	<p>Read or be read to the excerpt on the left (of slide 10) silently as I read it aloud.</p> <ol style="list-style-type: none"> <li>1. In your reading log, define the word "rendered".</li> <li>2. Explain how you determined its meaning. <ol style="list-style-type: none"> <li>a. Use the sentence stems from earlier in the lesson: <ul style="list-style-type: none"> <li>○ Another way to say rendered is....</li> <li>○ I made meaning of rendered by looking at other words and/or phrases in the sentence, such as....</li> <li>○ I looked at....</li> <li>○ I noticed that....</li> </ul> </li> </ol> </li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the meaning of the word "rendered?"</li> <li>● Can students support their thinking with context clues from the text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student determine the meaning of the word "rendered?"</li> <li>● Can the student support their thinking with context clues from the text?</li> </ul>	
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Reading log</li> <li>● Highlighter</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Diverse Learners Guide - Section 02 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

			<ul style="list-style-type: none"> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (L.C.RI.8.10b)</a>: <ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> <li>• Task analysis for using reference materials (e.g., dictionary)</li> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> </ul> </li> <li>• An example can be found here:  <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a> </li> </ul>
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 12: Analyzing common themes among texts	<b>Modified Lesson Overview</b>
Description	In this lesson, students continue reading “Conservation as a National Duty” and building evidence that supports Roosevelt’s	In this lesson, students continue reading or being read to “Conservation as a National Duty” and, as needed, an

	claim for morality. Students also compare the speech with “Requiem for a Nest” and “Birdfoot’s Grampa” and discuss the common themes and purposes threaded through the texts.	<p><a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>● Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.8.10a</a>).</li> <li>● Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction (<a href="#">LC.RL.8.10a</a>).</li> <li>● Determine the theme or central idea of a text (<a href="#">LC.RL.8.2a</a>).</li> </ul>	
Let’s Express Our Understanding	In collaborative groups, discuss answers to the following question: What common themes and purposes do “Requiem for a Nest” and “Birdfoot’s Grampa” share with this section of Roosevelt’s speech? Record the main points of your discussion in your reading log.	In your group, discuss answers to the following question: Identify a common theme and purposes that “Requiem for a Nest” and “Birdfoot’s Grampa” share with this section of Roosevelt’s speech? Record the main points of your discussion in your reading log.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a connection between the themes and purposes of three texts related to morality?</li> <li>● Can students support their thinking with relevant evidence from each text?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student determine a connection between the themes of three texts related to morality?</li> <li>● Can the student determine a connection between the purposes of three texts related to morality?</li> <li>● Can the student support their thinking with relevant evidence from each text?</li> </ul>	
Text(s)	<p>“Conservation as a National Duty” by Theodore Roosevelt  “Requiem for a Nest” by Wanda Coleman  “Birdfoot’s Grampa” by Joseph Bruchac</p>	<p>“Conservation as a National Duty” by Theodore Roosevelt  “Requiem for a Nest” by Wanda Coleman  “Birdfoot’s Grampa” by Joseph Bruchac</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Claim chart handout</li> <li>● Conversation stems handout</li> <li>● Sticky notes</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> </ul>

- |  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>● Diverse Learners Guide - Section 02 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature (LC.RL.8.2a)</a>:<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</li></ul></li></ul> |
|--|--|--|--|

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

Section Overview		
Section Number	3	<b>Modified Section Overview</b>
Description	Conservation	Original and <a href="#">adapted version</a> of Conservation by Theodore Roosevelt
Assessment	<p>Students write an explanatory paragraph in response to the question: What is Roosevelt’s claim about the role of our forebears in conservation? Students use the following claim to answer the question: The forebears had the foresight to establish a union based on development of natural resources.</p> <p><b>Culminating task connections:</b> Students develop their understanding of how Roosevelt makes connections between conservation and patriotism, specifically that the Nation’s forebears had the foresight to establish a union based on development of natural resources. Students should understand that the forebears had to figure out a plan to conserve those resources to ensure their continued availability. Students practice summarizing paragraphs of Roosevelt’s speech to locate additional claims.</p>	<p>Students write or dictate an explanatory paragraph, with scaffolds if necessary, in response to the question: What is Roosevelt’s claim about the role of our forebears in conservation? Students use the following claim to answer the question: The forebears had the foresight to establish a union based on development of natural resources.</p> <p><b>Culminating task connections:</b> Students develop their understanding of how Roosevelt makes connections between conservation and patriotism, specifically that the Nation’s forebears had the foresight to establish a union based on development of natural resources. Students should understand that there needed to be a plan to conserve resources to ensure their continued availability.</p>



	<p>Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make meaning from the text. This prepares students to write an explanatory essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine a connection made by Roosevelt between <i>patriotism</i> and <i>conservation</i>?</li> <li>● How well does the student analyze relationships among the details of a text and how they develop ideas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<p>Students practice summarizing paragraphs of Roosevelt’s speech to locate additional claims.</p> <p>Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations, analyze relationships, and make a meaning from the text. This prepares students to create a permanent product as a response to literature.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine a connection Roosevelt makes between patriotism and conservation?</li> <li>● How well does the student determine main points and key details in specific paragraphs?</li> <li>● How well does the student understand that relationships of details of a text develop ideas?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant evidence to support their claim?</li> <li>● How well does the student develop meaningful claims made by Roosevelt in specific paragraphs?</li> <li>● How well does the student gather and determine the best textual evidence to support a given claim?</li> <li>● How well does the student explain the connection between the evidence they chose and the given claim?</li> </ul>	
Section Length	3 lessons		3 lessons
Additional Supports for		During the Section:	Additional Supports for SWSCDs:

Diverse Learners	<ul style="list-style-type: none"> <li>● Support for Language               <ul style="list-style-type: none"> <li>○ Language Links from TWR for Lessons 14</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Original and adapted versions of Conservation</li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● <a href="#">Organizational Frames for Writing</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● Additional Supports for Diverse Learners specific for Section 03 of Grade 08 <i>Conservation</i> - Section Supports</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>● Writing rubric/criteria for development and evaluation of a response</li> <li>● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 13: Identifying and analyzing connections between conservation and the deeds of America’s forebears	<b>Modified Lesson Overview</b>

Description	<p>In this lesson, students continue reading “Conservation as a National Duty” to identify and analyze the connections Roosevelt makes between conservation and patriotism.</p>		<p>In this lesson, the student continues reading or being read to “Conservation as a National Duty” and, as needed, an <a href="#">adapted version</a>.</p> <ul style="list-style-type: none"> <li>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (<a href="#">LC.RI.8.3</a>).</li> <li>Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text (<a href="#">LC.RI.8.4c</a>).</li> </ul>
Let’s Express Our Understanding	<p>In your reading log, revise these sentences by adding more information.</p> <ul style="list-style-type: none"> <li>The nation was unaware of them. <ul style="list-style-type: none"> <li>What? When? Why?</li> </ul> </li> <li>Steam and electricity revolutionized it. <ul style="list-style-type: none"> <li>What? When? Why?</li> </ul> </li> </ul>		<p>In your reading log, with assistance as needed, revise these sentences by adding more information.</p> <ul style="list-style-type: none"> <li>The nation was unaware of them. <ul style="list-style-type: none"> <li>What? When? Why?</li> </ul> </li> <li>Steam and electricity revolutionized it. <ul style="list-style-type: none"> <li>What? When? Why?</li> </ul> </li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine a connection Roosevelt makes between patriotism and conservation?</li> <li>Can students support their connection with relevant evidence from the text?</li> </ul>		<ul style="list-style-type: none"> <li>Can the student determine a connection Roosevelt makes between patriotism and conservation?</li> <li>Can the student support their connection with relevant evidence from the text?</li> </ul>
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt		“Conservation as a National Duty” by Theodore Roosevelt
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Claim chart handout</li> <li>Conversation stems handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Teacher talk moves</li> <li>Conversation stems</li> <li>Transitions</li> <li>Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li>Diverse Learners Guide - Section 03 of Grade 08 <i>Conservation</i> - Section Supports - Additional</li> </ul>

			<p>Supports for Diverse Learners</p> <ul style="list-style-type: none"><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.3)</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</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><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li></ul></li></ul>
--	--	--	---

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

Lesson Overview		
Lesson Number	Lesson 14: Summarizing a text and determining the author's claims	<b>Modified Lesson Overview</b>
Description	In this lesson, students summarize sections of "Conservation as a National Duty" and identify additional claims Roosevelt makes regarding our forebears and conservation.	<p>In this lesson, the student summarizes sections of "Conservation as a National Duty" and, as needed, an <i>adapted version</i>.</p> <ul style="list-style-type: none"> <li>• Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (<a href="#">LC.RI.8.3</a>).</li> <li>• Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text (<a href="#">LC.RI.8.4c</a>).</li> </ul>
Let's Express Our Understanding	<p>With your group, use the process we just practiced (First, highlight the main points and key details. Next, connect the ideas that have been highlighted. Finally, write only enough to convey the gist.) to summarize and locate claims in these paragraphs:</p> <ul style="list-style-type: none"> <li>○ Paragraph 20</li> <li>○ Paragraph 21</li> <li>○ Paragraph 23-26</li> <li>○ Paragraph 54</li> </ul> <p>Write the claims in your reading logs.</p>	<p>With your group, use the process we just practiced to summarize and locate claims in these paragraphs:</p> <ul style="list-style-type: none"> <li>○ Paragraph 20</li> <li>○ Paragraph 21</li> <li>○ Paragraph 23-26</li> <li>○ Paragraph 54</li> </ul> <ol style="list-style-type: none"> <li>1. First, highlight the main points and key details.</li> <li>2. Next, connect the ideas that have been highlighted.</li> <li>3. Finally, write only enough to convey the gist</li> </ol>

		Write the claims in your reading logs.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine main points and key details in specific paragraphs?</li> <li>• Can students locate claims made by Roosevelt in specific paragraphs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student determine main points and key details in specific paragraphs?</li> <li>• Can the student locate claims made by Roosevelt in specific paragraphs?</li> </ul>	
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt	“Conservation as a National Duty” by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Claim chart handout</li> <li>• Conversation stems handout</li> <li>• Discussion preparation handout</li> <li>• Highlighter</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• Diverse Learners Guide - Section 03 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.3)</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> </ul> </li> </ul>

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

Lesson Overview		
Lesson Number	Lesson 15: Write an explanatory paragraph	<b>Modified Lesson Overview</b>
Description	In this lesson, students practice finding evidence in a text to support a claim and explain how that evidence supports the claim. Students then write an explanatory paragraph in response to the following question: What is Roosevelt’s claim about the role our forbearers in conservation?	<p>In this lesson, the student practices finding evidence in a text to support a claim and explain how that evidence supports the claim.</p> <ul style="list-style-type: none"> <li>• Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or</li> </ul>

		<ul style="list-style-type: none"> <li>summaries or text (<a href="#">LC.RI.8.1b</a>).</li> <li>Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic (<a href="#">LC.W.8.2b</a>).</li> </ul>	
Let's Express Our Understanding	<p>What is Roosevelt's claim about the role of our forebears in conservation? Use the following claim to answer the question: The forebears had the foresight to establish a union based on development of natural resources. Write your paragraph in your reading log. Use your paragraph answer frame to guide your writing.</p>	<p>With assistance as needed:</p> <ol style="list-style-type: none"> <li>Determine Roosevelt's claim about the role of our forebears in conservation?</li> <li>Use the following claim to answer the question: The forebears had the foresight to establish a union based on development of natural resources. <ol style="list-style-type: none"> <li>Write or dictate your paragraph in your reading log.</li> <li>Use your paragraph answer frame to guide your writing.</li> </ol> </li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine the best textual evidence to support a given claim?</li> <li>Can students explain the connection between the evidence they chose and the given claim?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student determine the best textual evidence to support a given claim?</li> <li>Can the student explain the connection between the evidence they chose and the given claim?</li> </ul>	
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Discussion preparation handout</li> <li>Paragraph evidence organizer</li> <li>Claim chart handout</li> <li>RATE paragraph frame</li> <li>Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Conversation stems</li> <li>Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li>Diverse Learners Guide - Section 03 of Grade 08 <i>Conservation</i> - Section Supports - Additional Supports for Diverse Learners</li> </ul>



- |  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• Images, phrases, sentences representing key concepts covered in the lesson</li><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.1b)</a>:<ul style="list-style-type: none"><li>• Use picture/object/tactile representations to illustrate important events or details of events in the text</li><li>• Sentence strips that reflect evidence about the topic</li><li>• Use multi-media as a means for presenting information.</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Graphic organizers</li><li>• Teach using meaningful content from a variety of mediums (e.g., internet)</li><li>• Task folders that include short paragraphs from text and student velcros/matches the inferences to the text.</li><li>• Read aloud texts</li><li>• Highlighted information within the text</li><li>• Content delivered using multi-media (e.g., book,</li></ul></li></ul> |
|--|--|--|---|

			<p>storyboard, video, computer, etc.)</p> <ul style="list-style-type: none"> <li>• Clearly differentiated multiple-choice answers</li> <li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li> <li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li> <li>• Simpler or shorter containing the same key information</li> <li>• Peer support, collaborative grouping</li> <li>• Picture icons on graphic organizers to support non-readers and visual learners</li> </ul>
--	--	--	---

Section Overview		
Section Number	4	<b>Modified Section Overview</b>
Description	Conservation	Original and <a href="#">adapted version</a> of Conservation by Theodore Roosevelt
Assessment	<p>Students publish a final draft of the Culminating writing task by incorporating the final revisions and edits.</p> <p><b>Culminating task connections:</b> Students write the Culminating task essay during this section, explaining Roosevelt’s connections between conservation and</p>	<p>Students publish a final of their permanent product of the Culminating writing task by incorporating the final revisions and edits.</p> <p><b>Culminating task connections:</b></p>

the progress, patriotism, and morality of the American people. Students have prepared for this task throughout the unit by examining the word choice in the speech in order to build deeper meaning and evaluating claims Roosevelt makes throughout the speech in order to determine his purpose.

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

**Reading/Knowledge Look Fors:**

- How well does the student explain the connections drawn by Roosevelt between conservation and progress, patriotism, and morality?
- How well does the student explain the claims Roosevelt makes in the speech?
- How well does the student explain Roosevelt's purpose based on the claims he makes in his speech?

**Writing/ELA Skill Look Fors:**

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

Students create a permanent product for the Culminating task during this section, explaining Roosevelt's connections between conservation and the progress, patriotism, and morality of the American people. Students have prepared for this task throughout the unit by examining the word choice in the speech in order to build deeper meaning and evaluating claims Roosevelt makes throughout the speech in order to determine his purpose.

Students will demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.

**Reading/Knowledge Look Fors:**

- How well does the student identify central ideas from Roosevelt's speech that would be appropriate in their permanent product?
- How well does the student explain the claims Roosevelt makes in the speech?
- How well does the student explain Roosevelt's purpose based on the claims he makes in his speech?

**Writing/ELA Skill Look Fors:**

- How well does the student develop meaningful claims that represent valid, evidence-based analysis?
- How well does the student gather and organize evidence to support their claim?
- How well does the student integrate quotations?
- How well does the student maintain the flow of ideas to develop and support arguments, analyses, and explanations?

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

Lesson Overview		
Lesson Number	Lesson 16: Developing a thesis and identifying evidence for an explanatory writing task	Modified Lesson Overview

Description	In this lesson, students review the culminating writing task and use their claim charts to develop a thesis in response to the culminating writing task prompt. Students also organize their evidence in preparation for drafting their essays.	In this lesson, the student reviews the culminating writing task. <ul style="list-style-type: none"> <li>● Evaluate the claim or argument to determine if it is supported by evidence (<a href="#">LC.RI.8.8b</a>).</li> <li>● With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) (<a href="#">LC.W.8.5a</a>).</li> </ul>	
Let's Express Our Understanding	Complete the rest of the explanatory essay organizer: Write down at least two pieces of text evidence for each central idea.	With assistance as needed, complete the rest of the explanatory essay organizer. <ul style="list-style-type: none"> <li>● Write down or dictate at least one piece of text evidence for each central idea.</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify central ideas from Roosevelt's speech that would be appropriate in their thesis statement?</li> <li>● Can students write a thesis statement that fully addresses the writing prompt?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student identify central ideas from Roosevelt's speech that would be appropriate in their thesis statement?</li> <li>● Can the student write or dictate a thesis statement that addresses the writing prompt?</li> </ul>	
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Claim chart handout</li> <li>● Culminating writing task directions</li> <li>● Culminating writing task rubric</li> <li>● Explanatory essay organizer</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> </ul>

- |  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.8b)</a>:<ul style="list-style-type: none"><li>● Highlighted information within the text</li><li>● Graphic organizers</li><li>● Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>● Sentence strips that reflect supporting details about the topic</li><li>● Videos or story boards/cards of the story for visual supports</li><li>● Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>● Content delivered using 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></li></ul> |
|--|--|--|---|

Lesson Overview		
Lesson Number	Lesson 17: Writing first draft of culminating writing task	
		<b>Modified Lesson Overview</b>
Description	In this lesson, students continue the writing process by creating a first draft to answer the prompt: How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people?	In this lesson, the student continues the writing process. <ul style="list-style-type: none"> <li>Determine how the information in each section contributes to the whole or to the development of ideas (<a href="#">LC.RI.8.5d</a>).</li> <li>Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader) (<a href="#">LC.W.8.4</a>).</li> </ul>
Let's Express Our Understanding	Write a draft response to the culminating writing task prompt.	With assistance as needed, begin writing a draft response to the culminating writing task prompt.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine how to organize their essay information into the appropriate number of paragraphs?</li> <li>Can students use transitions to make their essay information flow logically?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student determine how to organize their essay information into the appropriate number of paragraphs?</li> <li>Can the student use transitions to make their essay information flow logically?</li> </ul>
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Claim chart handout</li> <li>Culminating writing task directions</li> <li>Explanatory essay organizer</li> <li>Notebook paper</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Transitions</li> <li>Evidence sentence starters</li> </ul>
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

- |  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.5d)</a>:<ul style="list-style-type: none"><li>• Graphic Organizers (Data Chart)</li><li>• Sorting cards for Signal Word Sort</li><li>• Various informational Texts</li><li>• Interactive White Board</li><li>• Highlighted information<ul style="list-style-type: none"><li>• A list of signal words for reference (e.g., first, next, after, before, last)</li></ul></li><li>• Peer support, collaborative grouping</li><li>• Clearly differentiated multiple-choice answers</li><li>• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li><li>• Dichotomous questions that allow for making a choice of correct versus incorrect answers</li><li>• Simpler or shorter text of the content</li></ul></li></ul> |
|--|--|--|---|

**Lesson Overview**



Lesson Number	Lesson 18: Review example response for culminating writing task		Modified Lesson Overview
Description	In this lesson, students annotate and score an example response to establish expectations for their own writing in response to the prompt: How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people?		In this lesson, the student annotates and scores an example response. <ul style="list-style-type: none"> <li>● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.8.10b</a>).</li> <li>● Use information and feedback to refine understanding (<a href="#">LC.SL.8.1a</a>).</li> </ul>
Let's Express Our Understanding	Read the writing example. Use the rubric to determine a score for "Reading and Understanding Text" and "Writing about Text."		With a partner, read the writing example. <ol style="list-style-type: none"> <li>1. Use the rubric to determine a score for "Reading and Understanding Text."</li> <li>2. Use the rubric to determine a score for "Writing about Text."</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the thesis statement in a sample essay?</li> <li>● Can students use highlighters to show which paragraphs in a sample essay support reasons in the thesis?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify the thesis statement in a sample essay?</li> <li>● Can the student use highlighters to show which paragraphs in a sample essay support reasons in the thesis?</li> </ul>
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt		"Conservation as a National Duty" by Theodore Roosevelt
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Culminating writing task directions</li> <li>● Culminating writing task rubric</li> <li>● Writing example</li> <li>● Highlighters</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

			<ul style="list-style-type: none"> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.10b)</a>: <ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> </ul> </li> <li>• Task analysis for using reference materials (e.g., dictionary)</li> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> <li>• An example can be found here:  <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a> </li> </ul>
--	--	--	--

Lesson Overview		
Lesson Number	Lesson 19: Revising writing to use verbs in the present subjunctive mood	<b>Modified Lesson Overview</b>
Description	In this lesson, students revise writing to include verbs in the	In this lesson, the student revises writing.

	present subjunctive mood and to ensure that in-text citations are properly formatted.	<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (<a href="#">LC.W.8.5b</a>).</li> <li>• Use a standard format to produce citations (<a href="#">LC.W.8.8c</a>).</li> <li>• Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating (<a href="#">LC.L.8.1b</a>).</li> </ul>	
Let's Express Our Understanding	Make revisions to your essay by using the present subjunctive mood at least two times. Make sure that you have used at least two direct quotations and that you have cited them correctly.	<p>With assistance as needed:</p> <ol style="list-style-type: none"> <li>1. Make revisions to your essay by using the present subjunctive mood at least one time.</li> <li>2. Make sure that you have used at least one direct quotation. <ol style="list-style-type: none"> <li>a. Cite correctly</li> </ol> </li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify sentences written in the present subjunctive mood?</li> <li>• Can students include at least two direct quotations that are cited correctly in their essay?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the student identify sentences written in the present subjunctive mood?</li> <li>• Can the student include at least two direct quotations that are cited correctly in their essay?</li> </ul>	
Text(s)	"Conservation as a National Duty" by Theodore Roosevelt	"Conservation as a National Duty" by Theodore Roosevelt	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Culminating Writing Task handout</li> <li>• Culminating Writing Task rubric</li> <li>• Draft essay</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> <li>• Transitions</li> <li>• Evidence sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

			<ul style="list-style-type: none"> <li>● Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 20: Editing and publishing an explanatory essay	Modified Lesson Overview
Description	In this lesson, students engage in peer revising and editing and publish their explanatory essay.	<p>In this lesson, the student engages in peer revising and editing.</p> <ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (<a href="#">LC.W.8.5b</a>).</li> <li>● Use technology to produce and publish permanent products (e.g., use word processing to generate and collaborate on writing) (<a href="#">LC.W.8.6</a>).</li> </ul>
Let's Express Our Understanding	<p>Write a final draft. Ensure you:</p> <ul style="list-style-type: none"> <li>○ incorporate changes made during editing</li> <li>○ include a thesis statement</li> <li>○ provide evidence to support your thesis statement</li> <li>○ maintain a formal style and use grade-appropriate grammar and language</li> </ul>	<p>Write a final draft. Make sure you:</p> <ul style="list-style-type: none"> <li>○ include changes made during editing</li> <li>○ include a thesis statement</li> <li>○ provide evidence to support your thesis statement</li> <li>○ maintain a formal style</li> <li>○ use grade-appropriate grammar and language</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify areas of improvement in their own essay draft?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student identify areas of improvement in their own essay draft?</li> </ul>

	<ul style="list-style-type: none"> <li>Can students make revisions to their essay to ensure that it fully addresses the prompt and that their ideas flow logically?</li> </ul>	<ul style="list-style-type: none"> <li>Can the student make revisions to their essay to ensure that it fully addresses the prompt and that their ideas flow logically?</li> </ul>
Text(s)	“Conservation as a National Duty” by Theodore Roosevelt	“Conservation as a National Duty” by Theodore Roosevelt
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Culminating Writing Task handout</li> <li>Culminating Writing Task rubric</li> <li>Draft essay</li> <li>Peer editing handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Teacher talk moves</li> </ul>
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and <a href="#">adapted version(s)</a> of the text</li> <li><a href="#">Adapting Lesson Plans</a></li> <li><a href="#">Student Response Modes</a></li> <li>Images, phrases, sentences representing key concepts covered in the lesson</li> <li>Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> </ul>

Section Overview		
Section Number	5	<b>Modified Section Overview</b>
Description	Conservation	Original and <a href="#">adapted version</a> of Conservation by Theodore Roosevelt
Assessment	Students use the annotations they made while reading “The Conservationist” and their student claim chart handout to complete the claims and actions organizer handout. In doing so, they connect Roosevelt’s actions as described in “The Conservationist” with the claims he presented in “Conservation as a National Duty.”	Students, with a partner, use the annotations they made while reading “The Conservationist” and their student claim chart handout to complete the claims and actions organizer handout. In doing so, they connect Roosevelt’s actions as described in “The Conservationist” with the claims he presented in “Conservation as a National Duty.”

**Culminating task connections:**

Students have already completed the Culminating task, but in this section they build their knowledge of Roosevelt and his conservation efforts by examining his measurable actions towards making sure that future generations of Americans will have the natural resources they need. They evaluate different mediums outlining his actions including an article and two video clips as well as the evidence and reasoning used in each to achieve its purpose.

Students continue to demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.

**Reading/Knowledge Look Fors:**

- How well does the student connect ideas across two texts?
- How well does the student evaluate the reasoning and evidence used to support a claim?
- How well does the student evaluate which text or video most effectively conveys the author's purpose?

**Writing/ELA Skill Look Fors:**

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

**Culminating task connections:**

Students have already completed their permanent product for the Culminating task, but in this section they build their knowledge of Roosevelt and his conservation efforts by examining his measurable actions towards making sure that future generations of Americans will have the natural resources they need. They look at different mediums outlining his actions including an article and two video clips as well as the evidence and reasoning used in each to achieve its purpose.

Students continue to demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.

**Reading/Knowledge Look Fors:**

- How well does the student determine connections between the actions described in "The Conservationist" and the claims Roosevelt made in his speech?
- How well does the student evaluate the reasoning and evidence used to support a claim?
- How well does the student identify claims made presented in the video?

**Writing/ELA Skill Look Fors:**

- How well does the student support their connections with evidence from "The Conservationist?"
- How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?

		<ul style="list-style-type: none"> <li>How well does the student explain if the reasoning and evidence used in the video is sound and sufficient?</li> </ul>
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>Original and adapted versions of Conservation</li> <li><a href="#">Louisiana Connectors</a></li> <li>Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>Student Response Modes - <a href="#">ELA</a></li> <li>IEP Goals</li> <li>Assistive Technology</li> <li><a href="#">English Language Arts Guidebook Reading Support</a></li> <li>Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words)</li> <li>Writing rubric/criteria for development and evaluation of a response</li> <li>Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)</li> <li>Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</li> </ul>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

**Lesson Overview**

Lesson Number	Lesson 21: Comparing advocacy and action		Modified Lesson Overview
Description	In this lesson, students read and annotate “The Conservationist” to gain more information about Roosevelt and conservation. They also make connections between Roosevelt’s advocacy and actions.		In this lesson, students read or be read to and annotate “The Conservationist” and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Read or be read to a variety of informational texts or adapted texts (<a href="#">LC.RI.8.10a</a>).</li> <li>● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.8.10b</a>).</li> <li>● Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic (<a href="#">LC.W.8.8a</a>).</li> </ul>
Let’s Express Our Understanding	Using your annotations and your student claim chart handout, complete the claims and actions organizer handout.		Complete the claims and actions organizer handout using your: <ol style="list-style-type: none"> <li>1. annotations</li> <li>2. student claim chart handout</li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine connections between the actions described in “The Conservationist” and the claims Roosevelt made in his speech?</li> <li>● Can students support their connections with evidence from “The Conservationist?”</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student match connections between the actions described in “The Conservationist” and the claims Roosevelt made in his speech?</li> <li>● Can the student support their connections with evidence from “The Conservationist?”</li> </ul>
Text(s)	“The Conservationist” by Theodore Roosevelt Association		“The Conservationist” by Theodore Roosevelt Association
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Claim chart handout</li> <li>● Claims and actions organizer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Teacher talk moves</li> <li>● Conversation stems</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>



	<ul style="list-style-type: none"> <li>• Two different colored highlighters</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Student Response Modes</u></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.10b)</a>: <ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> <li>• Task analysis for using reference materials (e.g., dictionary)</li> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> <li>• An example can be found here: <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a></li> </ul> </li> </ul>
--	--	--	---

Lesson Overview		
Lesson Number	Lesson 22: Viewpoints in video media	Modified Lesson Overview

Description	<p>In this lesson, students pair background information on Roosevelt’s national park legacy with video clips from “Roosevelt, Friend of the Birds.” Students also analyze how the claims, evidence, and language used in the video reveal the purpose and motives behind the video.</p>		<p>In this lesson, the student pairs background information on Roosevelt’s national park legacy with video clips from “Roosevelt, Friend of the Birds.”</p> <ul style="list-style-type: none"> <li>● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (<a href="#">LC.RI.8.10b</a>).</li> <li>● Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media) (<a href="#">LC.SL.8.2a</a>).</li> </ul>
Let’s Express Our Understanding	<p>Does the video present sound, or clear, reasoning and sufficient evidence to support each claim? In your reading log, write a paragraph to answer the question. Use your video notes organizer to develop the ideas in your paragraph.</p>		<ol style="list-style-type: none"> <li>1. Does the video give clear and sufficient evidence to support each claim? <ol style="list-style-type: none"> <li>a. In your reading log, write or dictate a one to two sentences to answer the question.</li> <li>b. Use your video notes organizer to develop the ideas in your paragraph.</li> </ol> </li> </ol>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify claims made presented in the video?</li> <li>● Can students explain if the reasoning and evidence used in the video is sound and sufficient?</li> </ul>		<ul style="list-style-type: none"> <li>● Can the student identify claims made presented in the video?</li> <li>● Can the student explain if the reasoning and evidence used in the video is sound and sufficient?</li> </ul>
Text(s)	“Roosevelt, Friend of the Birds” Part One and Two (video)		“Roosevelt, Friend of the Birds” Part One and Two (video)
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Video notes organizer</li> <li>● Reading log</li> <li>● Conversation stems</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

			<p>essential for student understanding of key concepts</p> <ul style="list-style-type: none"> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.10b)</a>:</li> <li>• Reflective journals</li> <li>• Coding sheets</li> <li>• Pencils/notebooks</li> <li>• Chapter books or adapted text as appropriate</li> <li>• Color coded text</li> <li>• Task analysis for using reference materials (e.g., dictionary)</li> <li>• Cheat sheet with common prefixes and suffixes and their meanings</li> <li>• An example can be found here: <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf</a></li> </ul>
--	--	--	--

Lesson Overview		
Lesson Number	Lesson 23: Analyzing the effectiveness of different mediums to convey purpose	<b>Modified Lesson Overview</b>
Description	In this lesson, students analyze the author’s purpose and how that purpose is conveyed across multiple texts on the same topic.	<p>In this lesson, the student analyzes the author’s purpose.</p> <ul style="list-style-type: none"> <li>• Analyze how a text makes connections among and</li> </ul>

	Students also evaluate the advantages and disadvantages of each medium in conveying the purpose.	<p>distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (<a href="#">LC.RI.8.3</a>).</p> <ul style="list-style-type: none"> <li>● Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (<a href="#">LC.RI.8.6</a>).</li> <li>● Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (<a href="#">LC.RI.8.9</a>).</li> </ul>	
Let's Express Our Understanding	What are the advantages and disadvantages of each medium? Complete the last column of your evaluating mediums chart.	<ol style="list-style-type: none"> <li>1. What are the advantages of each medium?</li> <li>2. What are the disadvantages of each medium?</li> <li>3. Complete the last column of your evaluating mediums chart.</li> </ol>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a common purpose shared by three different mediums?</li> <li>● Can students explain the advantages and disadvantages of each medium in conveying the purpose?</li> </ul>	<ul style="list-style-type: none"> <li>● Can the student recognize a common purpose shared by three different mediums?</li> <li>● Can the student explain the advantages of each medium in conveying the purpose?</li> <li>● Can the student explain the disadvantages of each medium in conveying the purpose?</li> </ul>	
Text(s)	<p>"Conservation as a National Duty" by Theodore Roosevelt          "The Conservationist" by Theodore Roosevelt Association          "Roosevelt, Friend of the Birds" Part One and Two (video)</p>	<p>"Conservation as a National Duty" by Theodore Roosevelt          "The Conservationist" by Theodore Roosevelt Association          "Roosevelt, Friend of the Birds" Part One and Two (video)</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Video notes organizer</li> <li>● Evaluating mediums handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version(s)</a> of the text</li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● <a href="#">Student Response Modes</a></li> <li>● Images, phrases, sentences representing key</li> </ul>

			<p>concepts covered in the lesson</p> <ul style="list-style-type: none"><li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li><li>• Essential Elements Cards - <a href="#">Grade 6-8 Informational (LC.RI.8.6)</a>:<ul style="list-style-type: none"><li>• Squared paper to make cubes</li><li>• Graphic Organizer (Venn Diagram)</li><li>• Various informational Texts</li><li>• Interactive White Board</li><li>• Pictures, objects or tactile representations to illustrate the topic, events or details</li><li>• Sentence strips that provide support for the authors point of view</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)</li><li>• Graphic organizers</li><li>• Highlighted information within the text</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li></ul></li></ul>
--	--	--	--

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

Section Overview		
Section Number	6	Section Optional
Description	Conservation	
Assessment	<p>Students write an opinion based essay in response to the prompt:</p> <p>Read the following sentence from the passage: <b>Audubon was a lovable, courteous man, never too poor to help others, very modest and gracious.</b></p> <p>The author makes the above claim at the end of the passage about John James Audubon. Does the author prove this statement in the article? Write a multi-paragraph argumentative essay in which you discuss whether or not the author’s claim is supported by sufficient evidence and reasons. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p>	

	<p><b>Culminating task connections:</b>  Students have already completed the culminating task, but they continue to build knowledge about conservation efforts by examining another historical figure: John James Audubon. They have the opportunity to draw connections between Audubon and Roosevelt, including their love of birds and protecting the natural environment of the bird species they loved to observe. This connects to other themes discussed in the unit, such as slowing down to observe nature’s true beauty.</p> <p>Students again demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This section provides additional practice writing an expository essay.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify connections between individuals and ideas in a text?</li> <li>● How well does the student evaluate if a claim is supported with sufficient and relevant evidence?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Conservation</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>	

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

Lesson Overview		
Lesson Number	Lesson 24: Practice Cold-Read Task	<b>Lesson is Optional</b>
Description	In this lesson, students read the article “John James Audubon” by Mary Stoyell Stimpson and answer questions to demonstrate understanding of the text.	
Let’s Express Our Understanding	<p>You have approximately 40 minutes to read the text and answer questions 1-6:</p> <ul style="list-style-type: none"> <li>● Which explains the meaning of the word <i>native</i>? What context clues in the paragraph <b>best</b> help in understanding the meaning of the word <i>native</i>?</li> </ul>	



	<ul style="list-style-type: none"> <li>● Read the following sentence from the passage: <b>It happened this way.</b> How does this sentence introduce the idea of John James Audubon’s fascination with birds in the passage? What evidence from the passage <b>best</b> supports the answer to Part A?</li> <li>● Which explains the meaning of the phrase <i>figures tired his head</i>? Which phrase from the paragraph <b>best</b> helps in understanding the meaning of <i>figures tired his head</i>?</li> <li>● How does the text excerpt connect to John’s motivation for his book <i>Birds of North America</i>? What evidence from the passage <b>best</b> supports the answer to Part A?</li> <li>● What sentence <b>best</b> summarizes the passage?</li> <li>● What is the central idea of the passage? What evidence from the passage <b>best</b> supports the answer to Part A?</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the central idea of the passage?</li> <li>● Can students support the central idea with evidence from the text?</li> </ul>	
Text(s)	“John James Audubon” by Mary Stoyell Stimpson	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Practice cold-read task (text and items)</li> <li>● Practice cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:

**Lesson Overview**

Lesson Number	Lesson 25: Practice Cold-Read Task	<b>Lesson is Optional</b>
Description	Students read the article “John James Audubon” by Mary Stoyell Stimpson and answer questions to demonstrate understanding of the text.	
Let’s Express Our Understanding	<p>You have approximately 40 minutes to reread the text and answer question 7.</p> <p>Read the following sentence from the passage: <b>Audubon was a lovable, courteous man, never too poor to help others, very modest and gracious.</b></p> <p>The author makes the above claim at the end of the passage about John James Audubon. Does the author prove this statement in the article? Write a multi-paragraph argumentative essay in which you discuss whether or not the author’s claim is supported by sufficient evidence and reasons. Introduce your ideas, cite textual evidence to support your response, and provide a concluding statement at the end of the essay. Be sure to observe the conventions of standard English.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the best character traits to describe Audubon based on information in the text?</li> <li>● Can students support their thinking with relevant and sufficient evidence from the text?</li> </ul>	
Text(s)	“John James Audubon” by Mary Stoyell Stimpson	

Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Practice cold-read task (text and items)</li> <li>● Practice cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:	
-----------	--	--------------------------------------	--

Section Overview		
Section Number	7	Modified Section Overview
Description	Conservation	Original and <a href="#">adapted version</a> of Conservation by Theodore Roosevelt, the painting <i>American Flamingo</i> by John James Audubon and, and as needed, an <a href="#">adapted version</a> .
Assessment	<p>Students participate in a student-led Fishbowl discussion to answer the questions:</p> <ul style="list-style-type: none"> <li>● In “Audubon: A Vision,” Robert Penn Warren asserts, “What is man but his passion?” How does this quote apply to John Muir?</li> <li>● Were the conservationists in this unit — Roosevelt, Audubon, and Muir — ruled by passion or a sense of duty?</li> </ul> <p><b>Culminating task connections:</b>            Students have completed the Culminating task, but they continue to build knowledge of conservation by examining an additional historical figure: John Muir. They analyze conflicting ideas in different mediums to evaluate the motivation behind conservationists in the unit such as Roosevelt, Audubon, and Muir. They use evidence gathered from both texts and additional forms of media to make claims regarding which conservationists were ruled by a sense of duty and which were</p>	<p>Students participate in a teacher guided discussion to answer the questions:</p> <ul style="list-style-type: none"> <li>● Were the conservationists in this unit — Roosevelt and Audubon — ruled by passion or a sense of duty?</li> </ul> <p><b>Culminating task connections:</b>            Students have completed the Culminating task, but they continue to build knowledge of conservation. They analyze conflicting ideas in different mediums to evaluate the motivation behind conservationists in the unit such as Roosevelt and Audubon. They use evidence gathered from the text and an additional form of media to make claims regarding which conservationists were ruled by a sense of duty and which were ruled by passion.</p> <p>Students again demonstrate their ability to form a claim, develop a response, and integrate quotations in order to express their ideas clearly.</p>

	<p>ruled by passion.</p> <p>Students again demonstrate their ability to form a claim, develop a response, and integrate quotations in order to express their ideas clearly.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify conflicting ideas in two texts?</li> <li>• How well does the student articulate the central idea of a text?</li> <li>• How well does the student determine the motivation behind a conservationist in the unit?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>• How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>• How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student identify conflicting ideas in two mediums?</li> <li>• How well does the student explain the conflicting ideas with valid reasoning?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>
Section Length	5 lessons	1 lesson
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and adapted versions of Conservation</li> <li>• <a href="#">Louisiana Connectors</a></li> <li>• Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>• Student Response Modes - <a href="#">ELA</a></li> <li>• IEP Goals</li> </ul>

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

Lesson Overview		
Lesson Number	Lesson 26: Analyzing conflicting information in various texts	Modified Lesson Overview
Description	In this lesson, students analyze the painting <i>American Flamingo</i> by John James Audubon and read and analyze the poem “American Flamingo” by Greg Pape. Students look for conflicting information between the two texts.	In this lesson, the student analyzes the painting <i>American Flamingo</i> by John James Audubon and reads and analyzes the painting <i>American Flamingo</i> by John James Audubon and, as needed, an <a href="#">adapted version</a> . <ul style="list-style-type: none"> <li>● Compare and contrast content presented in text, media, and live performance (<a href="#">LC.RL.8.7</a>).</li> </ul>
Let’s Express Our Understanding	Answer the following question in your reading log: What conflicting information can be found between the painting and the poem?	With a partner, answer the following question in your reading log: Is there any information that differs between the painting and the poem? If so, what?

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify conflicting ideas in two mediums?</li> <li>• Can students explain the conflicting ideas with valid reasoning?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students identify conflicting ideas in two mediums?</li> <li>• Can students explain the conflicting ideas with valid reasoning?</li> </ul>
Text(s)	American Flamingo by John James Audubon "American Flamingo" by Greg Pape		American Flamingo by John James Audubon "American Flamingo" by Greg Pape
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Text comparison chart handout</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version(s)</a> of the text</li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• <a href="#">Student Response Modes</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions essential for student understanding of key concepts</li> <li>• Essential Elements Cards -<a href="#">Grade 6-8 Literature (LC.RL.8.7)</a>: <ul style="list-style-type: none"> <li>• Book and film about the same story</li> <li>• Graphic organizer</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>• Highlighted text</li> <li>• Preview of the text, illustrations, and details,</li> </ul> </li> </ul>

			<p>frontloading</p> <ul style="list-style-type: none"> <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	Lesson 27: Analyzing conflicting information in various texts (continued)	<b>Lesson is Optional</b>
Description	In this lesson, students read and analyze “Bookstand: Audubon’s Birds and Words” by Thomas Uskali and “John James Audubon and the Natural World” by Louisiana Cultural Vistas. Students look for conflicting information between the two texts.	
Let’s Express Our	Respond in your reading log: Does the knowledge you gained	

Understanding	through reading these texts support or contradict knowledge you gained through reading other texts in the unit?	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine how new knowledge supports or contradicts the knowledge they have gained about conservation in the unit?</li> <li>• Can students use relevant and sufficient evidence from unit texts to support their thinking?</li> </ul>	
Text(s)	<p>“Bookstand: Audubon’s Birds and Words” by Thomas Uskali  “John James Audubon and the Natural World” by Louisiana Cultural Vistas</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Text comparison chart</li> <li>• Reading log</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 28: Analyzing the Development of a Central Idea	<b>Lesson is Optional</b>
Description	In this lesson, student read “The Calypso Borealis” and analyze the development of the central idea the course of the text. Students read this text independently in preparation for the cold-read assessment.	
Let’s Express Our Understanding	In your reading log, use your graphic organizer to answer the following question: How is the central idea developed over the course of “The Calypso Borealis”?	



Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students identify the central idea of the text?</li> <li>• Can students support the central idea with evidence from the text?</li> </ul>	
Text(s)	"The Calypso Borealis" by John Muir	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Central idea graphic organizer</li> <li>• Reading log</li> </ul>	Possible Supports During the Lesson:

Lesson Overview		
Lesson Number	Lesson 29: Preparing for a Fishbowl Discussion	<b>Lesson is Optional</b>
Description	In this lesson, students prepare for a fishbowl discussion by developing their claims and gathering evidence in advance.	
Let's Express Our Understanding	<p>With your partner, develop a claim and gather supporting evidence from your handouts in response the discussion questions:</p> <ul style="list-style-type: none"> <li>• In "Audubon: A Vision," Robert Penn Warren asserts, "What is man but his passion?" How does this quote apply to John Muir?</li> <li>• Were the conservationists in this unit — Roosevelt, Audubon, and Muir — ruled by passion or a sense of duty?</li> </ul> <p>Be sure to gather evidence to support your claim and record it on the fishbowl evidence organizer.</p>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the motivation behind the conservationists they have studied in the unit?</li> <li>• Can students support their thinking with sufficient and relevant evidence from the unit texts?</li> </ul>		
Text(s)	Excerpt from “Audubon: A Vision” by Robert Penn Warren		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Text comparison chart organizer</li> <li>• Fishbowl evidence chart handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> <li>• Conversation stems</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 30: Fishbowl discussion: “What is man but his passion?”	<b>Lesson is Optional</b>
Description	In this lesson, students engage in a fishbowl discussion to determine if the conservationists were ruled by passion or a sense of duty. Students write an individual response to this question to express their understanding.	
Let’s Express Our Understanding	<p>Students participate in a student-led Fishbowl discussion to answer the questions:</p> <ul style="list-style-type: none"> <li>• In “Audubon: A Vision,” Robert Penn Warren asserts, “What is man but his passion?” How does this quote apply to John Muir?</li> <li>• Were the conservationists in this unit — Roosevelt, Audubon, and Muir — ruled by passion or a sense of duty?</li> </ul>	

Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine the motivation behind the conservationists they have studied in the unit?</li> <li>● Can students support their thinking with sufficient and relevant evidence from the unit texts?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Fishbowl evidence chart</li> <li>● Conversation stems</li> <li>● Reading log</li> <li>● Discussion reflection handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence sentence starters</li> </ul>	

Section Overview		
Section Number	8	Section Optional
Description	Conservation	
Assessment	<p>Students write an explanatory essay in response to the prompt:</p> <p><i>Reread this sentence from paragraph 10.</i></p> <p><b>Vision was the door to success, and resourceful creativity was the key.</b></p> <p>Write a multiparagraph essay that explains what this sentence means and how it reveals the author’s attitude (tone) toward Audubon’s work as an artist. Cite evidence from the passage to support your response. Be sure to observe the conventions of standard English.</p> <p><b>Culminating task connections:</b></p>	

	<p>Students have finished the Culminating writing task, however, students continue to build knowledge of conservationists studied in the unit, specifically John James Audubon. In previous sections, students have analyzed conflicting ideas about Audubon, specifically that he loved and respected birds, yet at the same time he killed birds before he painted them in order to achieve the most detailed painting possible. Students read a new text independently and examine the author’s attitude towards Audubon’s work, this time a positive one. Students may agree or disagree with the author based on their previous knowledge of Audubon from the unit.</p> <p>Students again demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student determine an author’s attitude towards their subject?</li> <li>● How well does the student determine meaning from key sentences in a text?</li> <li>● How well does the student determine the central idea of a text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Conservation</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> </ul>	

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

Lesson Overview		
Lesson Number	Lesson 31: Cold-Read Task, Multiple Choice Questions	<b>Lesson is Optional</b>
Description	In this lesson, students read “John James Audubon and the Natural World” by Gabriela Hernandez independently and answer multiple choice and multiple select questions to demonstrate understanding of the text.	
Let’s Express Our Understanding	<p>You have approximately 40 minutes to read the text and answer questions 1-8:</p> <ul style="list-style-type: none"> <li>● Which explains the meaning of the phrase <i>innate desire to acquire a thorough knowledge</i> as it is used in the passage? Which sentence from the passage <b>best</b> helps in understanding</li> </ul>	

	<p>the meaning of the phrase <i>innate desire to acquire a thorough knowledge</i>?</p> <ul style="list-style-type: none"><li>• How does paragraph 3 introduce the main ideas of the passage? Which sentence from paragraph 3 <b>best</b> supports the answer to Part A?</li><li>• Select <b>ten</b> details from the passage to create a summary of John James Audubon’s life. Be sure the details appear in chronological order.</li><li>• Which sentence accurately states the advantage of using pictures in “John James Audubon and the Natural World”?</li><li>• In the sentence from paragraph 9, how does the use of Audubon’s own words impact the meaning and tone of the passage? Which sentence from the passage conveys the same tone as the sentence in Part A?</li><li>• How does paragraph 10 develop the idea of entrepreneurship in the passage?</li><li>• How does the information presented in the passage connect Audubon’s early life experiences and his “pioneering spirit”?</li><li>• What is the central idea of the passage? Which sentence from the passage <b>best</b> supports the answer to Part A?</li></ul>	
Lesson Look-Fors	<ul style="list-style-type: none"><li>• Can students determine the central idea of the passage?</li></ul>	

	<ul style="list-style-type: none"> <li>• Can students support the central idea with evidence from the text?</li> </ul>	
Text(s)	"John James Audubon and the Natural World" by Gabriela Hernandez	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-read task items</li> <li>• Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 32: Cold-Read Task, Essay Response	<b>Lesson is Optional</b>
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text in the form of an essay.	
Let's Express Our Understanding	<p>You have approximately 40 minutes to reread the texts and answer question 9:</p> <p><i>Reread this sentence from paragraph 10.</i></p> <p><b>Vision was the door to success, and resourceful creativity was the key.</b></p> <p>Write a multiparagraph essay that explains what this sentence means and how it reveals the author's attitude (tone) toward Audubon's work as an artist. Cite evidence</p>	

	from the passage to support your response. Be sure to observe the conventions of standard English.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the author’s attitude toward Audubon’s work as an artist?</li> <li>• Can students support their thinking with sufficient and relevant evidence from the text?</li> </ul>	
Text(s)	“John James Audubon and the Natural World” by Gabriela Hernandez	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Cold-read task items</li> <li>• Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:

Section Overview		
Section Number	9	Section Optional
Description	Conservation	
Assessment	<p>In groups, students type a final draft of the extension task report in response to the prompt: Work collaboratively to research a modern conservation group (e.g., the Sierra Club, the Audubon Society, the National Park Service) that uses research and exploration to conserve wildlife. Write an expository, research-based essay in which you explain how the group’s values and goals support the conservation movement of today. Explain what impact that organization has had on wildlife conservation and support your ideas using credible and relevant evidence. Properly cite and quote sources, avoiding plagiarism.</p> <p><b>Culminating task connections:</b></p>	



	<p>Students have finished the Culminating task, however, they continue to build their knowledge of conservation efforts by researching a modern day conservation group of their choice. They explore the organization’s values, including their background and mission, as well as their impact and goals. Although not explicitly called for it during the lessons, students have the opportunity to compare and contrast the goals and impact of the organizations they researched with the conservationists studied in the unit including Roosevelt, Audubon, and Muir.</p> <p>Students again demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student explain the values, impact, and goals of a modern day conservation organization?</li> <li>● How well does the student determine the main ideas in a multimedia presentation?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	7 lessons	7 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and adapted versions of <i>Conservation</i></li> <li>● <a href="#">Louisiana Connectors</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Informational</a></li> <li>● Essential Elements Cards - <a href="#">Grade 6-8 Literature</a></li> <li>● Student Response Modes - <a href="#">ELA</a></li> <li>● IEP Goals</li> <li>● Assistive Technology</li> <li>● <a href="#">English Language Arts Guidebook Reading Support</a></li> </ul>	

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

Lesson Overview		
Lesson Number	Lesson 33: Examine a research task and conduct research	<b>Lesson is Optional</b>
Description	In this lesson, students begin working on the extension task assessment by examining the research task and conducting research in groups.	
Let's Express Our Understanding	Share the research you have so far with your group. If you found similar information, draw a star next to it on your guide. Decide what information you still need to find and note it at the top of your notetaking guide.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify a conservation group that is appropriate for the extension task that they would like to learn more about?</li> </ul>	

	<ul style="list-style-type: none"> <li>Can students gather information about their chosen conservation group using key search words?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>Extension task student instructions</li> <li>Extension task writing rubric</li> <li>Extension task report exemplar</li> <li>Notetaking guide handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>Teacher talk moves</li> <li>Conversation stems</li> </ul>

Lesson Overview		
Lesson Number	Lesson 34: Conduct research for extension task	<b>Lesson is Optional</b>
Description	In this lesson, students continue working on the extension task assessment by conducting research and taking notes on their research.	
Let's Express Our Understanding	Discuss your research. As a group, highlight the information that you feel is necessary in completing the Extension Task.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>Can students determine which information from their research is most necessary for completing the extension task?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can students categorize the information they gathered during research using the appropriate keywords?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task student instructions</li> <li>• Notetaking guide handout</li> <li>• Highlighters</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Conversation stems</li> <li>• Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 35: Write a collaborative report	<b>Lesson is Optional</b>
Description	In this lesson, students write a report about the conservation group they researched. In this lesson, students work in groups to write the rough draft.	
Let's Express Our Understanding	<p>Check your work (on the report rough draft) against the content requirements and rubric:</p> <ul style="list-style-type: none"> <li>○ Effective textual evidence</li> <li>○ Clear reasoning</li> <li>○ Relevant support</li> <li>○ Coherent and clear response</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Effective language</li> </ul>	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine how to organize their research in the report so that it is organized and flows logically?</li> <li>● Can students write a rough draft that uses effective textual evidence and clear reasoning?</li> </ul>	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Extension task student instructions</li> <li>● Extension task writing rubric</li> <li>● Extension task exemplar report</li> <li>● Completed extension task note taking guide</li> <li>● Extension task report organizer</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>

Lesson Overview		
Lesson Number	Lesson 36: Revising, editing, and publishing a collaborative report	<b>Lesson is Optional</b>
Description	In this lesson, students write a report about the conservation group they researched. In this lesson, students work in groups to edit and publish the collaborative research report.	

Let's Express Our Understanding	Review the rubric before beginning to type your final draft. Divide the draft evenly and decide who will type each section of the final draft. Type the final draft and be sure to include your Works Cited.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students locate opportunities for revision so that their report is organized and flows logically?</li> <li>• Can students revise a rough draft that uses effective language?</li> </ul>	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Extension task student directions handout</li> <li>• Extension task report organizer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Teacher talk moves</li> <li>• Conversation stems</li> </ul>

Lesson Overview		
Lesson Number	Lesson 37: Gathering resources and preparing research for multimedia presentation	<b>Lesson is Optional</b>
Description	In this lesson, students determine the elements of a multimedia presentation and begin working on group presentation.	
Let's Express Our Understanding	Plan your presentation with your research group. Make sure to include the important elements of a multimedia presentation in	

	your plan. Conduct research to find images or create images on your own for your presentation.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine the sentences from their report that should be highlighted in the multimedia presentation?</li> <li>• Can students locate appropriate images for their multimedia presentation?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• Extension task handout</li> <li>• Extension task presentation rubric</li> <li>• Final draft of your report</li> <li>• Extension task presentation notes guide handout</li> <li>• Highlighter</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• Teacher talk moves</li> <li>• Conversation stems</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 38: Add graphics and images to multimedia presentation and practice presentations	<b>Lesson is Optional</b>
Description	In this lesson, students work on adding graphics and images to enhance their group multimedia presentation and practicing presenting their speeches to the class.	

Let's Express Our Understanding	Create your presentation with your research group including the multimedia component of your presentation. Decide who will present each element of your presentation. Practice presenting your presentation.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students determine which multimedia components will be most effective for their presentation?</li> <li>• Can students practice delivering an effective presentation to their peers?</li> </ul>		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>• Extension task presentation rubric</li> <li>• Access to your presentation</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>• Teacher talk moves</li> <li>• Conversation stems</li> </ul>	

Lesson Overview		
Lesson Number	Lesson 39: Multimedia presentations	Lesson is Optional
Description	In this lesson, students present multimedia presentations and respond to their peers' presentations.	
Let's Express Our Understanding	Begin presentations. Ask the class the questions you listed on your index cards after your group's presentation is complete.	



Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine which information in their own presentation is most important?</li> <li>● Can students answer questions about the main ideas in their peer's multimedia presentations?</li> </ul>		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Presentation evaluation handout</li> <li>● Two index cards</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher talk moves</li> </ul>	