

Grade 8 –*Sugar Changed the World*

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 2 - Sugar

Unit Overview		
Grade	8	Modified Unit Overview
Guidebook Text	Sugar	Original and adapted versions of <i>Sugar</i>
Unit Description	We will read the informational text <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Marina Budhos and a series of related literary and informational texts to explore the question: What impact did sugar production and trade have on the economic and social course of world history, including Louisiana? We will express our understanding through an essay that analyzes the author's purpose in <i>Sugar Changed the World</i> and how the purpose is conveyed through word choice, organization, use of evidence, and development of a central idea.	Students with significant cognitive disabilities will have access to both the original and adapted versions of the informational text <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i> by Marc Aronson and Marina Budhos and a series of related literary and informational texts to explore the question: How did sugar production and trade impact the economic and social course of world history, including Louisiana? We will express our understanding through a permanent product that analyzes the author's purpose in <i>Sugar Changed the World</i> and how the purpose is conveyed through word choice, organization, use of evidence, and development of a central idea.
Essential Question	What impact did sugar production and trade have on the economic and social course of world history, including Louisiana? What impact does sugar continue to have on our world today?	What impact did sugar production and trade have on the economic and social course of world history, including Louisiana? What impact does sugar continue to have on our world today?
Culminating Task	What is the authors' perspective or purpose for writing <i>Sugar Changed the World</i> and how do they respond to conflicting viewpoints?	We considered the authors' perspective or purpose for writing <i>Sugar Changed the World</i> and how they respond to conflicting viewpoints.

	<p>To answer this question:</p> <ul style="list-style-type: none"> ● Examine the authors’ word choice to determine their tone or attitude toward the various topics discussed in the text. ● Evaluate how the text is organized and developed, including how specific paragraphs and sentences develop and refine the authors’ ideas surrounding the discovery, use, popularity, and impact of sugar and where evidence supports the authors’ ideas or there is irrelevant or insufficient evidence. ● Determine a central idea of <i>Sugar Changed the World</i> and how the authors convey that central idea through their tone and organization and development. ● Identify places in the text in which the authors acknowledge or respond to perspectives different from their own. <p>Write an essay that explains how the authors convey their perspective or purpose in writing <i>Sugar Changed the World</i>, including how they respond to conflicting viewpoints. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations</p>	<p>To answer this question:</p> <ul style="list-style-type: none"> ● Explore the authors’ word choice to determine their tone or attitude toward the various topics discussed in the text. ● Compare how the text is organized and developed, including how specific paragraphs and sentences develop and refine the authors’ ideas surrounding the discovery, use, popularity, and impact of sugar and where evidence supports the authors’ ideas or there is irrelevant or insufficient evidence. ● Determine a central idea of <i>Sugar Changed the World</i> and how the authors convey that central idea through their tone and organization and development. ● Identify places in the text in which the authors acknowledge or respond to perspectives different from their own. <p>Your permanent product should state and logically support a claim that explains how the authors relate their perspective or purpose in writing <i>Sugar Changed the World</i>, including how they respond to conflicting viewpoints. 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>
Sections & Lessons	<i>9 sections, 39 lessons total</i>	<i>6 sections, 22 lessons total</i>

Assessment Overview

Guidebook Assessment

Modified Assessment Overview

Culminating Writing Task

Students write a multiparagraph essay in response to the prompt: What is the authors' perspective or purpose for writing *Sugar Changed the World* and how do they respond to conflicting viewpoints?

- Culminating writing task directions
- Exemplar student response
- Grade 6-8 writing rubric

The students will create a permanent product after considering the authors' perspective or purpose for writing *Sugar Changed the World* and how do they respond to conflicting viewpoints?

To answer this question:

- Explore the authors' word choice to determine their tone or attitude toward the various topics discussed in the text.
- Compare how the text is organized and developed, including how specific paragraphs and sentences develop and refine the authors' ideas surrounding the discovery, use, popularity, and impact of sugar and where evidence supports the authors' ideas or there is irrelevant or insufficient evidence.
- Determine a central idea of *Sugar Changed the World* and how the authors convey that central idea through their tone and organization and development.
- Identify places in the text in which the authors acknowledge or respond to perspectives different from their own.

Your permanent product should state and logically support a claim about the author's perspective or purpose for writing *Sugar Changed the World* and how they respond to conflicting viewpoints. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct

			quotations with parenthetical citations.
Cold-Read Task	Students read “200 Years of Progress in the Louisiana Sugar Industry: A Brief History” and watch “State of Sugar.” Then students answer a combination of questions.	<ul style="list-style-type: none"> ● Assessment ● Answer key ● Answer sheet ● Grade 6-8 writing rubric 	This will be optional.
Extension Task	Students conduct research on the role of sugar on nutrition. Then students write an argumentative, research-based essay that (1) makes a claim about the role of sugar, (2) argues what impact that role of sugar had on the world, and (3) defends the claim using evidence.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Presentation rubric ● Grade 6-8 writing rubric 	This will be optional.

Section Overview		
Section Number	1	Modified Section Overview
Description	Sugar	Original and adapted version of <i>Sugar</i>
Assessment	<p>Students go to the section of the evidence handout from lesson 4 that makes a claim about the painting “Cane Cutting Scene.” They evaluate the evidence using the RCR strategy. Then, they write a response in the reasoning section of the handout to explain how the evidence they chose best supports the claim.</p> <p>Culminating task connections: Students begin to develop their understanding of author’s purpose by evaluating the painter’s purpose in “Cane Cutting Scene.” They also practice examining an author’s word choice or choice of imagery to determine their attitude towards the topic of slavery. The text and the painting in this section portray two different attitudes towards slavery and the work slaves did in the sugarcane fields, preparing students to examine additional conflicting viewpoints throughout the unit.</p> <p>Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations,</p>	<p>Students will go to the section of the evidence handout from lesson 4 that makes a claim about the painting “Cane Cutting Scene.” They will judge the evidence using the RCR strategy.</p> <ul style="list-style-type: none"> ● Does the evidence Relate to the claim ● Cover all parts of the claim ● Represent the most important reason why the claim is true <p>Then they will create a written response in the reasoning section of the handout to explain how evidence they chose best supports the claim.</p> <p>Culminating task connections: Students begin to develop their understanding of the author's purpose.</p> <ol style="list-style-type: none"> 1. View and discuss the painter’s purpose in “Cane Cutting Scene.” <ol style="list-style-type: none"> a. How well does the student interpret the poem? b. Can the student identify who is “telling” the poem?

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 analyze the use of symbolism in poetry?
- How well does the student analyze the author's tone or attitude in poetry?
- How well does the student determine attitude and purpose from an image?

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

- c. Can the student determine the mood and attitude of the poem?
- d. Can the student determine the theme of the poem?

2. Practice identifying an author's word choice or choice of imagery to determine their attitude towards the topic of slavery.

The text and the painting in this section portray two different attitudes towards slavery and the work slaves did in the sugarcane fields, preparing students to look at additional conflicting viewpoints throughout the unit.

Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotation . This prepares students to write a multi paragraph response.

Reading/Knowledge Look Fors:

- How well does the student determine who or what the sugarcane plant represents in the poem?
- How well does the student analyze the author's tone or attitude in poetry?
- How well does the student identify aspects of the image that convey/reveal the author's purpose or attitude?

Writing/ELA Skill Look Fors:

- How well does the student develop a meaningful claim that is supported by text-based evidence?
- How well does the student organize their answer with relevant evidence from the poem and explain their choice with reasoning?

Section Length	4 lessons	4 Lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <ul style="list-style-type: none"> ○ Support for Language <ul style="list-style-type: none"> ■ Language Links from TWR for Lessons 1 & 2 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● CER- Claim, Evidence, and Reasoning
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview			
Lesson Number	Lesson 1: Determining the meaning of unknown words and summarizing poetry		
		Modified Lesson Overview	
Description	In this lesson, students read the poem “Sugar Cane” by Grace Nichols and determine the meaning of unknown words in context and using the dictionary. Students also paraphrase and summarize the poem.	In this lesson, the student reads or is read to the poem “Sugar Cane” by Grace Nichols and, as needed, an adapted version . <ul style="list-style-type: none"> • Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word (LC.L.8.4d). • 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 (LC.RL.8.10a) 	
Let’s Express Our Understanding	Summarize the poem “Sugar Cane” in your reading log.	With assistance as needed, participate in summarizing the poem “Sugar Cane” in your reading log.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify words in the poem that convey the emotion of the sugarcane plant? • Can students paraphrase each section of the poem? 	<ul style="list-style-type: none"> • Can the student identify words in the poem that convey the emotion of the sugarcane plant? • Can the student paraphrase a section of the poem? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and “Sugar Cane” by Grace Nichols	“Sugar Cane” by Grace Nichols	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Reading log 	Possible Supports During the Lesson:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version(s) of the text

- [Audio recording](#) of “Sugar Cane”
- Conversation stems
- Teacher talk moves

- [Adapting Lesson Plans](#)
- [Student Response Modes](#)
- 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.8.10a):
 - Reflective journals
 - Coding sheets
 - Pencils/notebooks
 - Chapter books
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlight and review unfamiliar words in the 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

			<p>that supports the key details</p> <ul style="list-style-type: none"> • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions.
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Lesson Overview		
Lesson Number	Lesson 2: Analyzing personification and symbolism and how they contribute to meaning in a poem	Modified Lesson Overview
Description	In this lesson, students do a close reading of the poem “Sugar Cane” by Grace Nichols and analyze the poet’s use of personification and symbolism.	In this lesson, the student does a close reading of the poem “Sugar Cane” by Grace Nichols and, as needed, an <u>adapted version</u> .

		<ul style="list-style-type: none"> ● 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 (LC.RL.8.10a). ● Identify the use of literary techniques within a text (LC.RL.8.3b). 	
Let's Express Our Understanding	<p>Complete the second section of the handout based on the text and the class discussion: Who/what does the sugarcane plant represent?</p> <ul style="list-style-type: none"> ● Symbolism ● Evidence from the text ● What does this evidence show about who or what the sugarcane plant represents? 	<p>With a partner, complete the second section of the handout based on the text and the class discussion: Who/what does the sugarcane plant represent?</p> <ul style="list-style-type: none"> ● Symbolism ● Evidence from the text ● What does this evidence show about who or what the sugarcane plant represents? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine who or what the sugarcane plant represents in the poem? ● Can students support their answer with relevant evidence from the poem and explain their choice with reasoning? 	<ul style="list-style-type: none"> ● Can the student match the terms personification and symbolism to student friendly definitions? ● Can the student identify who or what the sugarcane plant represents in the poem? ● Can the student support their answer with relevant evidence from the poem and explain their choice with reasoning? 	
Text(s)	"Sugar Cane" by Grace Nichols	"Sugar Cane" by Grace Nichols	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Analyzing theme handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of "Sugar Cane" 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans

- Conversation stems
- Teacher talk moves

- Student Response Modes
- 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.8.3b):
 - Read aloud texts
 - Interactive white board
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners

			<ul style="list-style-type: none"> • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program dialogue into AT devices for students to participate in the role play
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Lesson Overview		
Lesson Number	Lesson 3: Analyzing tone in poetry and painting	Modified Lesson Overview
Description	In this lesson, students analyze the poet's tone in "Sugar Cane" by Grace Nichols. Students use the OPTIC strategy to analyze elements of the painting "Cane Cutting Scene" and determine the artist's tone in the painting.	In this lesson, the student analyzes the poet's tone in "Sugar Cane" by Grace Nichols and, as needed, an adapted version . Students use the OPTIC strategy to analyze elements of the painting "Cane Cutting Scene" and determine the artist's tone in the painting. <ul style="list-style-type: none"> • Use a variety of strategies to derive meaning from a variety of print and non-print literary texts (LC.RL.8.10b).
Let's Express Our Understanding	Complete the tone section of the OPTIC handout: What is the painter's attitude toward the sugar industry? <ul style="list-style-type: none"> • Attitude/Tone • Evidence from the text 	With assistance as needed, complete the tone section of the OPTIC handout: What is the painter's attitude toward the sugar industry? <ul style="list-style-type: none"> • Attitude/Tone

	<ul style="list-style-type: none"> ● What does this evidence show about the painter’s tone? 	<ul style="list-style-type: none"> ● Evidence from the text ● What does this evidence show about the painter’s tone? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students draw meaningful conclusions about the message of the painting? ● Can students explain the painter’s attitude using details from the painting as evidence? 	<ul style="list-style-type: none"> ● Can the student match the terms attitude and tone? ● Can the student “read between the lines” to state conclusions about the message of the painting? ● Can the student explain the painter’s attitude using details from the painting as evidence? 	
Text(s)	“Sugar Cane” by Grace Nichols	“Sugar Cane” by Grace Nichols	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● “Cane Cutting Scene” ● Analyzing theme handout from lesson 2 ● OPTIC handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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 <p>(LC.RL.8.10b):</p> <ul style="list-style-type: none"> ● Reflective journals ● Coding sheets ● Pencils/notebooks

			<ul style="list-style-type: none">• Chapter books• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlight and review unfamiliar words in the text.• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Pre-program responses into assistive technology
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			devices to facilitate student participation in discussions.
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Lesson Overview		
Lesson Number	Lesson 4: Determining theme and the text evidence that most strongly supports a conclusion from the text	Modified Lesson Overview
Description	In this lesson, students discuss how personification, symbolism, and tone contribute to the theme in “Sugar Cane.” Students practice determining the best evidence to support a claim and write the reasoning component of an argumentative paragraph to explain how the evidence supports the claim.	<p>In this lesson, the student discusses how personification, symbolism, and tone contribute to the theme in “Sugar Cane” by Grace Nichols and, as needed, an <i>adapted version</i>.</p> <ul style="list-style-type: none"> ● Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text (LC.RL.8.1c). ● Create an organizational structure in which ideas are logically grouped to support the claim (LC.W.8.1b). ● Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research (LC.W.8.9).
Let’s Express Our Understanding	Go to the section of the evidence handout that makes a claim about the poem. Evaluate the evidence using the RCR strategy. Write a response in the reasoning section of the handout to explain how the evidence you chose best supports the claim.	<p>With assistance as needed, go to the section of the evidence handout that makes a claim about the poem. Evaluate the evidence using the RCR strategy.</p> <ul style="list-style-type: none"> ● Does the evidence Relate to the claim ● Cover all parts of the claim

		<ul style="list-style-type: none"> ● Represent the most important reason why the claim is true <p>Using the evaluation, determine if the evidence you chose best supports the claim.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine which piece of text evidence is strongest in supporting a claim? ● Can students provide reasoning that explains how the evidence they chose best supports the claim? 	<ul style="list-style-type: none"> ● Can the student locate a piece of text evidence that strongly supports a claim? ● Can the student explain how the evidence they chose best supports the claim?
Text(s)	"Sugar Cane" by Grace Nichols	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● "Cane Cutting Scene" ● Analyzing theme handout from lesson 2 & 3 ● OPTIC handout from lesson 3 ● Evidence handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.1c): <ul style="list-style-type: none"> ● Highlighters ● Text ● Sorts 	

			<ul style="list-style-type: none">• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Graphic organizers• Highlighted text• Preview of the text, illustrations, and details, frontloading• Pictures, objects, or tactile representations to illustrate the key details• Sentence strips that reflect text from the story that supports the key details• Videos or story boards/cards of the story for visual supports• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	2	Modified Section Overview
Description	Sugar	Original and adapted version of “Sugar Cane” by Grace Nichols
Assessment	<p>Students reread the last full paragraph and the last line of Part 1 of <i>Sugar Changed the World</i> (page 29). They respond to the following in their reading log:</p> <ul style="list-style-type: none"> ○ What is the structure of this paragraph? ○ What is significant about the structure of the paragraph and last line? ○ What is the impact of the last line on the reader? ○ What key concept does this paragraph develop? <p>Culminating task connections:</p> <p>Students add to their understanding of author’s purpose by examining the purpose of the prologue and the author’s connection to the topic. They also zoom in on specific paragraphs from Part 1 to expand their knowledge of the sugar industry by determining key concepts of the text including: the sugar industry grew in a variety of ways, farming evolved into more of an industrial process in order to support the production of a greater quantity of sugar to be traded around the world, and sugar continued to spread across the world through the travels of explorers from different countries.</p>	<p>Students reread the last full paragraph and the last line of Part 1 of <i>Sugar Changed the World</i> (page 29). They would discuss and then each student would respond to the following in their reading log:</p> <ul style="list-style-type: none"> ○ What is the structure of this paragraph? ○ What is important about the structure of the paragraph and last line? ○ What is the impact of the last line on the reader? ○ What key concept does this paragraph develop? <p>Culminating task connections:</p> <p>Students add to their understanding of the author's purpose by identifying the purpose of the prologue and the author’s connection to the topic. They also look closely on specific paragraphs from Part 1 to expand their knowledge of the sugar industry by determining key concepts of the text including: the sugar industry grew in a variety of ways, farming evolved into more of an industrial process in order to support the production of a greater quantity of sugar to be traded around the world, and sugar continued to spread</p>

	<p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an explanatory essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the author’s purpose for writing a book about sugar? ● How well does the student explain the author’s connection to the sugar industry based on information in the prologue? ● How well does the student explain how a paragraph develops a key concept? ● How well does the student draw a conclusion about the impact of sugar on our lives today? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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? 	<p>across the world through the travels of explorers from different countries.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the author’s purpose for writing a book about sugar? ● How well does the student explain the author’s connection to the sugar industry based on information in the prologue? ● How well does the student explain how a paragraph develops a key concept? ● How well does the student draw a conclusion about the impact of sugar on our lives today? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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?
Section Length	4 lessons	3 Lessons

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Support for Knowledge Demands ● Let's Set the Context video ● “The Importance of Sugar in Louisiana’s History” ● “Challenges Faced by Sugar Industry in Louisiana” 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language ● Protocol for Explicitly ● Teaching Vocabulary ● Vocabulary Task for “liberty” ● Language Links from TWR for lessons 5, 6, and 7 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 02 of Grade 08 <i>Sugar</i> - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview			
Lesson Number	Lesson 5: Analyzing connections among individuals, ideas, and events in an informational text and determining author's purpose	Modified Lesson Overview	
Description	In this lesson, students read the prologue of <i>Sugar Changed the World</i> and annotate using sticky notes. Students analyze how the authors' make connections among individuals, ideas, and events in history and determine the author's purpose for writing the text.	In this lesson, the student reads or is read to the prologue of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version . <ul style="list-style-type: none"> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (LC.RI.8.3). 	
Let's Express Our Understanding	In your reading log, write two statements and two questions about sugar based on your reading today. Your statements and questions must be original.	In your reading log, write or dictate a statement and a question about sugar based on your reading today. Your statement and question must be original.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students determine the author's purpose for writing a book about sugar? Can students explain the author's connection to the sugar industry based on information in the prologue? 	<ul style="list-style-type: none"> Can the student tell/identify the author's purpose for writing a book about sugar? Can the student identify the author's connection to the sugar industry based on information in the prologue? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	Lesson Materials: <ul style="list-style-type: none"> Conversation stems handout Sticky notes 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Audio recording of <i>Sugar Changed the</i> 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text Adapting Lesson Plans Student Response Modes

- Reading log

World

- Teacher talk moves
- Conversation stems

- Diverse Learners Guide - Section 02 of Grade 08 *Sugar* - 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.8.3):
 - Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters
 - Blank timelines
 - Various informational Texts
 - Interactive White Board
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
 - Repeated exposure to content and strategies
 - Read aloud texts
 - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers

			<ul style="list-style-type: none"> • Highlighted text • Color coded text • Simpler or shorter text of the same content with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 6: Analyzing word choice and its impact on meaning in an informational text	Modified Lesson Overview
Description	In this lesson, students begin to read Part One of <i>Sugar Changed the World</i> and use a timeline to summarize the history of sugar. Students add to their vocabulary log and engage in a close reading and discussion of the authors' word choice and its impact on meaning and tone in the text.	<p>In this lesson, the student begins to read or is read to Part One of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version.</p> <ul style="list-style-type: none"> • Provide/create an objective summary of a text (LC.RI.8.2c). • Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text (LC.RI.8.4c).
Let's Express Our Understanding	<p>Reread the excerpt on page 16 that starts with "But in those days" and ends with "and cranberry sauce." Respond to the following in your reading log:</p> <ul style="list-style-type: none"> ○ What is the analogy in this excerpt? 	<p>With a partner, reread the excerpt on page 16 that starts with "But in those days" and ends with "and cranberry sauce." Respond to the following questions in your reading log:</p>

	<ul style="list-style-type: none"> ○ How does this analogy help the reader understand people’s food preferences in ancient times? ○ What impact does this analogy have on the reader? 	<ul style="list-style-type: none"> ○ What is the analogy in this part of the text? ○ How does this analogy help the reader understand what food people like more in ancient times? ○ What impact does this analogy have on the reader? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the impact the author’s use of allusion and an analogy has on the reader? ● Can students explain how the author’s use of analogy impacts the text’s meaning? 	<ul style="list-style-type: none"> ● Can the student identify the author’s use of allusion in the text? ● Can the student identify the author’s use of analogy in the text? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 02 of Grade 08 <i>Sugar</i> - 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.8.2c): ● Highlighted important information; crossed out

			<p>unimportant information in a version (i.e., read clean version, use marked up version to write summary)</p> <ul style="list-style-type: none">• Sentence strips that summarize the beginning, middle, and end of the text for sequence• Sample text and three proposed summaries• Read aloud texts• Interactive white board• Sentence strips that reflect key details about the topic• Videos or story boards/cards of the story for visual supports.• Graphic organizers• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Dichotomous questions that allow for making a choice of correct versus incorrect answers• Simpler or shorter containing the same key
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			<p>information</p> <ul style="list-style-type: none"> • Peer support, collaborative grouping • Picture icons on graphic organizers to support non-readers and visual learners
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Lesson Overview		
Lesson Number	Lesson 7: Analyzing the structure of a specific paragraph and its role in developing a key concept	Modified Lesson Overview
Description	In this lesson, students finish reading Part One of <i>Sugar Changed the World</i> and continue using a timeline to summarize the history of sugar. Students do a close reading to analyze the structure of a paragraph and its role in developing a key concept.	<p>In this lesson, the student finishes reading or being read to Part One of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version.</p> <ul style="list-style-type: none"> • Provide/create an objective summary of a text (LC.RI.8.2c). • Determine how the information in each section contributes to the whole or to the development of ideas. (LC.RI.8.5d).
Let's Express Our Understanding	<p>Reread the last full paragraph and the last line of Part 1 (page 29). Respond to the following in your reading log:</p> <ul style="list-style-type: none"> ○ What is the structure of this paragraph? ○ What is significant about the structure of the paragraph and last line? ○ What is the impact of the last line on the reader? ○ What key concept does this paragraph develop? 	<p>With assistance as needed, reread or be read to the last full paragraph and the last line of Part 1 (page 29). Respond to the following in your reading log:</p> <ul style="list-style-type: none"> ○ How is this paragraph written? ○ What is important about how the paragraph is written? ○ What is important about the last line?

		<ul style="list-style-type: none"> ○ What is the impact of the last line on the reader? ○ What important idea does this paragraph develop? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the role of sentences in a paragraph? ● Can students explain how a paragraph develops a key concept? 	<ul style="list-style-type: none"> ● Can the student determine the role of sentences in a paragraph? ● Can the student show how a key concept is developed in a paragraph? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 02 of Grade 08 <i>Sugar</i> - 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.8.5d): <ul style="list-style-type: none"> • Graphic Organizers (Data Chart) • Sorting cards for Signal Word Sort • Various

			<p>informational Texts</p> <ul style="list-style-type: none"> • Interactive White Board • Highlighted information • A list of signal words for reference (e.g., first, next, after, before, last) • Peer support, collaborative grouping • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text of the content
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Lesson Overview		
Lesson Number	Lesson 8: Using search terms to effectively gather sources for a multimedia presentation	Lesson is Optional
Description	In this lesson, students review the directions and scoring tool for the extension task. Students use search terms effectively to gather resources for the multimedia presentation.	

Let's Express Our Understanding	<p>Discuss the reflection questions with your group:</p> <ul style="list-style-type: none"> ○ What resources did you find? ○ What questions do you still have? ○ What are your next steps for completing the presentation? <p>Have one group member record the group's response on the index card.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students draw a conclusion about the influence of sugar on our lives today? ● Can students locate relevant sources to support a claim about the influence of sugar on our lives today? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task presentation scoring tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems

Section Overview

Section Number	3	Modified Section Overview
Description	Sugar	Original and adapted version of “Sugar Cane” by Grace Nichols “A Tour Through Jamaica in 1823” by Crynric Williams on page 59
Assessment	<p>Students study the drawing, “A Tour Through Jamaica in 1823” by Crynric Williams on page 59 and read the caption. Then students complete the three columns of the conflicting viewpoints tracker based on the drawing:</p> <ul style="list-style-type: none"> ● Author’s viewpoint and text evidence ● Conflicting viewpoint and text evidence ● How do the authors respond to the conflicting evidence? <p>Culminating task connections: Students deepen their understanding of author’s purpose by analyzing the purpose of Part 2 of the text as revealed through the author’s word choice. Students also track the development of the text’s central idea: Sugar has impacted the world in both positive and negative ways. Finally, students identify places in the text in which the authors acknowledge conflicting viewpoints and explain how the authors respond. This preparation is directly noted in the Culminating task directions.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an explanatory essay.</p>	<p>Students view and discuss the drawing, “A Tour Through Jamaica in 1823” by Crynric Williams on page 59 and read the caption. Then students, discuss within a small group before completing the three columns of the conflicting viewpoints tracker based on the drawing:</p> <ul style="list-style-type: none"> ● Author’s viewpoint and text evidence ● Conflicting viewpoint and text evidence ● How do the authors respond to the conflicting evidence? <p>Culminating task connections: Students deepen their understanding of the author's purpose by determining the purpose of Part 2 of the text as revealed through the author’s word choice. Students also follow the development of the text’s central idea: Sugar has impacted the world in both positive and negative ways. Finally, students identify places in the text in which the authors acknowledge conflicting viewpoints and explain how the authors respond. This preparation is directly noted in the Culminating task directions.</p> <p>Students also demonstrate their ability to create a permanent product that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence to</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the author’s purpose in Part 2? ● How well does the student determine the central idea of the text? ● How well does the student explain how supporting ideas relate to the central idea of the text? ● How well does the student identify places in the text where the authors respond to a conflicting viewpoint? ● How well does the student explain how the authors respond to a conflicting viewpoint? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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? 	<p>produce clear writing. This prepares students to write a permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the author’s purpose in Part 2? ● How well does the student determine the central idea of the text? ● How well does the student explain how supporting ideas relate to the central idea of the text? ● How well does the student identify places in the text where the authors respond to a conflicting viewpoint? ● How well does the student explain how the authors respond to a conflicting viewpoint? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student support the purpose with sufficient and relevant evidence from the text? ● How well does the student explain in writing how a supporting idea is developed by citing evidence from the text? ● How well does the student determine the author's viewpoint on a specific topic? 	
Section Length	3 lessons	3 Lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Knowledge Demands 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA

		<p>Let's Set the Context video "The Triangular Slave Trade"</p> <ul style="list-style-type: none"> ● Support for Language <p>Protocol for Explicitly Teaching Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary Task for "enslaved" ● Language Links from TWR for lessons 9, 10, and 11 ● Support for Meaning ● Additional text-dependent questions for lesson 9 	<ul style="list-style-type: none"> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 03 of Grade 08 <i>Sugar</i> - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview		
Lesson Number	Lesson 9: Analyzing the author's purpose in an informational text	Modified Lesson Overview
Description	In this lesson, students begin reading Part Two of <i>Sugar Changed the World</i> and continue using the timeline to summarize the text. Students do a close reading of several passages to analyze the authors' word choice and how it contributes to conveying the purpose of the text.	In this lesson, the student begins reading or being read to Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version . <ul style="list-style-type: none"> ● Provide/create an objective summary of a text (LC.RI.8.2c). ● 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 (LC.RI.8.6).
Let's Express Our Understanding	Reread page 40. Respond to the following questions in your reading log: <ul style="list-style-type: none"> ○ What is the authors' purpose in this passage? ○ Support your response with at least one piece of evidence from the text. 	Reread or be read to page 40. Respond to the following questions in your reading log, with assistance if needed: <ul style="list-style-type: none"> ○ What is the authors' purpose in this passage? ○ Support your response with at least one piece of evidence from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the author's purpose in pages 31-41 of <i>Sugar Changed the World</i>? ● Can students support the purpose with sufficient and relevant evidence from the text? 	<ul style="list-style-type: none"> ● Can the student identify the author's purpose in pages 31-41 of <i>Sugar Changed the World</i>? ● Can the student support the purpose with text evidence?

Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos		<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 03 of Grade 08 <i>Sugar</i> - 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.8.6): <ul style="list-style-type: none"> • Squared paper to make cubes • Graphic Organizer (Venn Diagram) • Various informational Texts • Interactive White Board • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that provide support for the authors point of view • Videos or story boards/cards of the story for visual supports

			<ul style="list-style-type: none"> • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Graphic organizers • Highlighted information within the text • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping
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Lesson Overview		
Lesson Number	Lesson 10: Analyzing the development of a central idea and its supporting ideas	Modified Lesson Overview

Description	<p>In this lesson, students continue reading Part Two of <i>Sugar Changed the World</i> and annotate to identify the main ideas in the text. Students do a close reading and use a handout to record the central idea and analyze the relationship between the central idea and supporting ideas in the text.</p>	<p>In this lesson, the student continues reading or being read to Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version.</p> <ul style="list-style-type: none"> ● Determine two or more central ideas in a text (LC.RI.8.2a). ● Determine how the information in each section contributes to the whole or to the development of ideas (LC.RI.8.5d).
Let's Express Our Understanding	<p>Add text evidence to the analyzing a central idea handout based on Part Two of <i>Sugar Changed the World</i>. Respond to the questions in each column to analyze the supporting idea:</p> <ul style="list-style-type: none"> ● How do the authors develop this idea? ● How does this idea relate to the central idea? <p>Homework: Read Part Two of <i>Sugar Changed the World</i> (pages 63-70). Update the timeline handout based on the events in the reading.</p>	<p>Add text evidence to the analyzing a central idea handout based on Part Two of <i>Sugar Changed the World</i>. Respond to the questions in each column to analyze the supporting idea:</p> <ul style="list-style-type: none"> ● How do the authors develop this idea? ● How does this idea relate to the central idea? <p>During individual instruction time: Read Part Two of <i>Sugar Changed the World</i> (pages 63-70). Update the timeline handout based on the events in the reading.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the central idea of the text? ● Can students explain in writing how a supporting idea is developed by citing evidence from the text? 	<ul style="list-style-type: none"> ● Can the student identify the central idea of the text? ● Can the student explain how a supporting idea is developed? <ul style="list-style-type: none"> ○ citing text evidence
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Analyzing central idea handout ● Conversation stems handout ● Reading log ● Sticky notes 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 03 of Grade 08 <i>Sugar</i> - 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.8.2a): <ul style="list-style-type: none"> ● Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise ● Various informational Texts ● Interactive White Board ● Graphic Organizers ● Individual copies of informational texts for each student ● Informational coding sheet for each student ● Read aloud texts ● Deliver content using multi-media ● Preview of the text, illustrations, and details,
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			<p>frontloading</p> <ul style="list-style-type: none"> • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter text with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 11: Analyzing the author's responses to conflicting evidence and viewpoints	Modified Lesson Overview
Description	In this lesson, students continue reading Part Two of <i>Sugar Changed the World</i> . Students analyze the authors' response to conflicting evidence and viewpoints in the text.	<p>In this lesson, the student continues reading or being read to Part Two of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version.</p> <ul style="list-style-type: none"> • Determine two or more central ideas in a text (LC.RI.8.2a). • 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 (LC.RI.8.6).	
Let's Express Our Understanding	View the drawing, "A Tour Through Jamaica in 1823" by Crynric Williams on page 59 and read the caption. Complete the three columns of the conflicting viewpoints tracker based on the drawing: <ul style="list-style-type: none"> ● Author's viewpoint and text evidence ● Conflicting viewpoint and text evidence ● How do the authors respond to the conflicting evidence? 	Look at the drawing, "A Tour Through Jamaica in 1823" by Crynric Williams on page 59 and read the caption. With a partner, complete the three columns of the conflicting viewpoints tracker based on the drawing: <ul style="list-style-type: none"> ● Author's viewpoint and text evidence ● Conflicting viewpoint and text evidence ● How do the authors respond to the conflicting evidence? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the author's viewpoint on a specific topic? ● Can students explain in writing how the authors respond to conflicting viewpoints in the text? 	<ul style="list-style-type: none"> ● Can the student identify the author's viewpoint on a specific topic? ● Can the student explain how the authors respond to conflicting viewpoints in the text? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Conflicting viewpoints tracker handout ● Timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 03 of Grade 08 <i>Sugar</i> - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson

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| | | | <ul style="list-style-type: none">• Vocabulary words and student-friendly definitions essential for student understanding of key concepts• Essential Elements Cards - Grade 6-8 Informational (LC.RI.8.6):<ul style="list-style-type: none">• Squared paper to make cubes• Graphic Organizer (Venn Diagram)• Various informational Texts• Interactive White Board• Pictures, objects or tactile representations to illustrate the topic, events or details• Sentence strips that provide support for the authors point of view• Videos or story boards/cards of the story for visual supports• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)• Graphic organizers• Highlighted information within the text• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers |
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			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping
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Section Overview		
Section Number	4	Modified Section Overview
Description	Sugar	Original and adapted version of “Sugar Cane” by Grace Nichols
Assessment	<p>Students reread a passage from Part 3 starting on page 89 with “When Thomas Jefferson” and ending on page 90 with “do the same thing?” They respond to the following in their reading log: How does this passage contribute to the central idea in the text?</p> <p>Culminating task connections: Students continue to track the development of the text’s central idea: Sugar has impacted the world in both positive and</p>	<p>With the teacher, students reread a passage from Part 3 starting on page 89 with “When Thomas Jefferson” and ending on page 90 with “do the same thing?” They respond to the following in their reading log: How does this passage contribute to the central idea in the text?</p> <p>Culminating task connections: Students continue to follow the development of the text’s central idea: Sugar has impacted the world in both positive and negative</p>

negative ways. In Part 3, students specifically explore the connections between sugar, slavery, and freedom. The supporting idea represented in Part 3 is that the rise of slavery (due to the sugar industry) ultimately led to the rise of freedom through the connections made between cultures across the world and how the institution of slavery forced people to face the questions of who deserves rights. Part 3 also contributes to the central idea because it provides evidence for the supporting idea of there being tension between slavery and freedom throughout the world, including how the people in a single country could hold conflicting ideas of freedom and slavery at the same time (ie. Americans fighting for their own freedom from England but continuing to support the institution of slavery).

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an explanatory essay.

Reading/Knowledge Look Fors:

- How well does the student explain the ironic connection between sugar, slavery, and freedom?
- How well does the student explain the tension between slavery and freedom and how this relates to the central idea of the text?

Writing/ELA Skill Look Fors:

ways. In Part 3, students specifically identify the connections between sugar, slavery, and freedom. The supporting idea represented in Part 3 is that the rise of slavery (due to the sugar industry) ultimately led to the rise of freedom through the connections made between cultures across the world and how the institution of slavery forced people to face the questions of who deserves rights. Part 3 also contributes to the central idea because it provides evidence for the supporting idea of there being tension between slavery and freedom throughout the world, including how the people in a single country could hold conflicting ideas of freedom and slavery at the same time (ie. Americans fighting for their own freedom from England but continuing to support the institution of slavery).

Students also demonstrate their ability to create a permanent product that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a permanent literary response.

Reading/Knowledge Look Fors:

- How well does the student explain why sugar is the connection between slavery and freedom?
- How well does the student explain the tension between slavery and freedom and how this relates to the central idea of the text?

Writing/ELA Skill Look Fors:

	<ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● How well does the student support their claim with sufficient and relevant evidence from the text? ● 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?
Section Length	3 lessons	2 Lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Support for Knowledge Demands 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language ● Protocol for Explicitly Teaching Vocabulary ● Vocabulary Task for “revolutionaries” ● Language Links from TWR for lessons 13 & 14 ● Support for Meaning <p>Additional text-dependent questions for lesson 13</p>
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 04 of Grade 08 <i>Sugar</i> - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

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

Lesson Overview		
Lesson Number	Lesson 12: Summarizing an informational text and analyzing how tensions in the text contribute to the central idea	Modified Lesson Overview
Description	In this lesson, students begin reading Part Three of <i>Sugar Changed the World</i> and summarize the text using a timeline. Students do a close reading to analyze the development of the central idea over the course of the text.	In this lesson, the student begins reading or being read to Part Three of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version . <ul style="list-style-type: none"> ● Determine two or more central ideas in a text (LC.RI.8.2a). ● Analyze the development of the central ideas over the course of the text (LC.RI.8.2b)
Let's Express Our Understanding	Reread the final paragraph on page 72. Respond to the following questions in your reading log: <ul style="list-style-type: none"> ○ According to this section, why is sugar the connection between slavery and freedom? Support your response with evidence from the text. ○ What is the tension or conflict in this connection? ○ How does this passage contribute to the development of the central idea in the text? 	With assistance as needed, reread or be read to the final paragraph on page 72. Respond to the following questions in your reading log: <ul style="list-style-type: none"> ○ According to this section, why is sugar the connection between slavery and freedom? Support your response with evidence from the text. ○ What is the problem in this connection?

	Support your response with evidence from the text.	○ What role does this passage play in developing the central idea of the text.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why sugar is the connection between slavery and freedom? ● Can students support their claim with sufficient and relevant evidence from the text? 	<ul style="list-style-type: none"> ● Can the student show why sugar is the connection between slavery and freedom? ● Can the student support their claim with text evidence? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● History of sugar by country timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 08 <i>Sugar</i> - 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.8.2b): <ul style="list-style-type: none"> ● Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise

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| | | | <ul style="list-style-type: none">• 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 |
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Lesson Overview		
Lesson Number	Lesson 13: Analyzing the development of a central idea over the course of an informational text	Modified Lesson Overview
Description	In this lesson, students continue reading Part Three of <i>Sugar Changed the World</i> and use the timeline to summarize the text. Students do a close reading to analyze the development of the central idea over the course of the text.	In this lesson, the student begins reading or being read to Part Three of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos and, as needed, an adapted version . <ul style="list-style-type: none"> ● Determine two or more central ideas in a text (LC.RI.8.2a). ● Analyze the development of the central ideas over the course of the text (LC.RI.8.2b)
Let's Express Our Understanding	Reread the passage starting on page 89 with "When Thomas Jefferson" and ending on page 90 with "do the same thing?" Respond to the following in your reading log: How does this passage contribute to the central idea in the text? Homework: Read the end of Part Three of <i>Sugar Changed the World</i> (pages 92-99). Use the timeline handout to summarize the reading. Update the analyzing a central idea handout to include at least one supporting idea from Part Three.	With assistance as needed, reread or be read to the passage starting on page 89 with "When Thomas Jefferson" and ending on page 90 with "do the same thing?" Respond to the following in your reading log: How does this passage contribute to the central idea in the text? During individual instruction time: Read the end of Part Three of <i>Sugar Changed the World</i> (pages 92-99). Use the timeline handout to summarize the reading. Update the analyzing a central idea handout to include at least one supporting idea from Part Three.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the tension between slavery and freedom and how this relates to the central idea of the text? ● Can students support their claim with sufficient and relevant evidence from the text? 	<ul style="list-style-type: none"> ● Can the student recognize the tension between slavery and freedom. ● Can the student tell how it relates to the central idea of the text? ● Can the student identify text evidence to support their idea?

Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos		<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● History of sugar by country timeline handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 08 <i>Sugar</i> - 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.8.2b): <ul style="list-style-type: none"> • Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise • Various informational Texts • Interactive White Board • Graphic Organizers • Individual copies of informational texts for each student • Informational coding sheet for each student

			<ul style="list-style-type: none"> • 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
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Lesson Overview		
Lesson Number	Lesson 14: Evaluating the author's claims in an informational text	Lesson is optional
Description	In this lesson, students do a close reading of the text to analyze specific paragraphs. Students evaluate the authors' claims in <i>Sugar Changed the World</i> .	

<p>Let's Express Our Understanding</p>	<p>Complete the "Independent Practice" section on the evaluating claims handout by labeling each sentence, explaining the role of each sentence, and answering the question: Is this claim effective?</p> <p>A claim is effective if it:</p> <ul style="list-style-type: none"> ○ Has at least one supporting sentence with textual evidence (green highlight) ○ Has at least one explanation of the evidence/refines claim (orange highlight) ○ Has at least one of counterpoint (blue highlight) or introduces new idea (pink highlight) 		
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students determine if an author's claim is effective? ● Can students explain the role of each sentence in a paragraph in order to support their thinking? 		
<p>Text(s)</p>	<p><i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</p>		
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Evaluating claims handout ● History of sugar by country timeline handout ● Analyzing a central idea handout ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	

	handout		
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Section Overview		
Section Number	5	Modified Section Overview
Description	Sugar	Original and adapted version of “Sugar Cane” by Grace Nichols
Assessment	<p>Students complete an evidence chart in preparation of writing an explanatory essay that answers the prompt: Select two of the texts we have read and write an essay including the following:</p> <ul style="list-style-type: none"> ● Compare and contrast how information is presented in each text ● Identify whether differences resulted from fact or interpretations ● Cite textual evidence to support your response. <p>Evidence charts include:</p> <ul style="list-style-type: none"> ● Key ideas of each chosen text ● Text evidence that supports the key ideas ● Reasoning (how evidence supports response) ● How information is presented in each chosen text ● Text evidence that supports how information is presented 	<p>With assistance as needed, students complete an evidence chart in preparation of creating a permanent product that answers the prompt: Select two of the texts we have read and create a permanent product including the following:</p> <ul style="list-style-type: none"> ● Compare and contrast how information is presented in each text ● Identify whether differences resulted from fact or interpretations ● Cite textual evidence to support your response. <p>Evidence charts include:</p> <ul style="list-style-type: none"> ● Key ideas of each chosen text ● Text evidence that supports the key ideas ● Reasoning (how evidence supports response) ● How information is presented in each chosen text

- Reasoning (how evidence supports response)
- Explanation of conflicting viewpoints in the chosen texts
- Explanation if conflicting viewpoints are a matter of fact or interpretation

Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an explanatory essay.

Culminating task connections:

Students practice preparing to write an explanatory essay that analyzes conflicting information in two texts of their choice from the section. One of the texts students can choose for the essay is *Sugar Changed the World*. Students explain key ideas and how information is presented, supporting each with text evidence. If students choose *Sugar Changed the World* as one of their texts, they can use much of the same information from the evidence chart for this essay when writing the Culminating task essay.

Reading/Knowledge Look Fors:

- How well does the student identify conflicting ideas in two mediums?
- How well does the student explain if conflicting information is the matter of fact or interpretation?
- How well does the student explain which text or video most effectively conveys the author’s purpose?

Writing/ELA Skill Look Fors:

- Text evidence that supports how information is presented
- Reasoning (how evidence supports response)
- Explanation of conflicting viewpoints in the chosen texts
- Explanation if conflicting viewpoints are a matter of fact or one's understanding

Students also demonstrate their ability to create a permanent product that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to create a permanent product.

Culminating task connections:

Students practice preparing to create a permanent product that analyzes conflicting information in two texts of their choice from the section. One of the texts students can choose for the product is *Sugar Changed the World*. Students explain key ideas and how information is presented, supporting each with text evidence. If students choose *Sugar Changed the World* as one of their texts, they can use much of the same information from the evidence chart for this text when creating the permanent product.

Reading/Knowledge Look Fors:

	<ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● How well does the student identify ideas from the text “Sugar Cane” by Grace Nichols that conflict with <i>Sugar Changed the World</i>? ● How well does the student identify ideas from the video that conflict with <i>Sugar Changed the World</i>? ● How well does the student explain why two mediums have different interpretations using evidence to support their thinking? ● How well does the student define the author’s (or producer’s) purpose for each medium and how the purpose is developed? ● How well does the student explain the advantages and disadvantages of each medium? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain in writing if the conflict is a matter of fact or interpretation? ● 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?
Section Length	6 lessons	6 Lessons
Additional Supports for Diverse Learners	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ● Language Links from TWR for lesson 15 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational

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

Lesson Overview		
Lesson Number	Lesson 15: Determine the meaning of unknown words in context and analyzing texts that convey conflicting information on the same topic	Modified Lesson Overview
Description	In this lesson, students will work with new vocabulary words and read an informational text. Students will analyze the text, determine its central idea and supporting ideas, and consider	In this lesson, the student will read or be read to “How Sugar Changed the World” by Heather Whipps and, as needed, an adapted version .

	information that conflicts with the anchor text <i>Sugar Changed the World</i> .	<ul style="list-style-type: none"> Analyze the development of the central ideas over the course of the text (LC.RI.8.2b). 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 (LC.RI.8.9). 	
Let's Express Our Understanding	<p>Complete the final section of the handout for the text "How Sugar Changed the World." (Is an idea that conflicts with <i>Sugar Changed the World</i> a matter of fact or interpretation?)</p> <p>Homework: Read "Sugar" by Anup Shah. Complete the analyzing conflicting ideas handout for "Sugar."</p>	<p>With assistance as needed, complete the final section of the handout for the text "How Sugar Changed the World." (Is an idea that conflicts with <i>Sugar Changed the World</i> a matter of fact or just what one may understand?)</p> <p>During individual instruction time: Read or be read to "Sugar" by Anup Shah. Complete the analyzing conflicting ideas handout for "Sugar."</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students identify ideas from the text that conflict with <i>Sugar Changed the World</i>? Can students explain in writing if the conflict is a matter of fact or interpretation? 	<ul style="list-style-type: none"> Can the student identify ideas from the text that conflict with <i>Sugar Changed the World</i>? Can the student explain if the conflict is a matter of fact or interpretation? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos "How Sugar Changed the World" by Heather Whipps	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos "How Sugar Changed the World" by Heather Whipps	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Analyzing conflicting ideas handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Audio recording of 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text

		<p><i>Sugar Changed the World</i></p> <ul style="list-style-type: none">• Conversation stems• Teacher talk moves	<ul style="list-style-type: none">• <u>Adapting Lesson Plans</u>• <u>Student Response Modes</u>• 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.8.9):<ul style="list-style-type: none">• Highlighted information within the text• Graphic organizers• Venn Diagram• Read aloud texts• Interactive white board• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Picture icons on graphic organizers to support non-readers and visual learners• Peer support, collaborative grouping• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview

Lesson Number	Lesson 16: Analyzing different media that convey conflicting information on the same topic	Modified Lesson Overview
Description	<p>In this lesson, students view “Louisiana Sugarcane Farmer” and determine the central idea and supporting ideas. Students compare and contrast the ideas presented in the video to the ideas in <i>Sugar Changed the World</i> and determine whether conflicting information is the result of fact or interpretation.</p>	<p>In this lesson, the student views “Louisiana Sugarcane Farmer”.</p> <ul style="list-style-type: none"> ● Analyze the development of the central ideas over the course of the text (LC.RI.8.2b). ● 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 (LC.RI.8.9).
Let’s Express Our Understanding	<p>Respond to the following in your reading log:</p> <ul style="list-style-type: none"> ○ Why do the producers of the video and the authors of <i>Sugar Changed the World</i> have different interpretations? ○ Support your response with evidence from the video and the text. 	<p>With assistance as needed, respond to the following in your reading log:</p> <ul style="list-style-type: none"> ○ Why do the producers of the video and the authors of <i>Sugar Changed the World</i> have different understandings? ○ Support your response with evidence from the video. ○ Support your response with evidence from text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify ideas from the video that conflict with <i>Sugar Changed the World</i>? ● Can students explain why two mediums have different interpretations using evidence to support their thinking? 	<ul style="list-style-type: none"> ● Can the student identify an idea from the video that conflicts with <i>Sugar Changed the World</i>? ● Can the student explain why two mediums have different interpretations using evidence to support their thinking?
Text(s)	<p><i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos “Sugar” by Anup Shah</p>	<p><i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</p>

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● “Louisiana Sugarcane Farmer” video ● Analyzing conflicting ideas handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Teacher talk moves 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.9): <ul style="list-style-type: none"> • Highlighted information within the text • Graphic organizers • Venn Diagram • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide

			access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 17: Analyzing the author’s purpose and evaluating the advantages and disadvantages of different forms of media	Modified Lesson Overview
Description	In this lesson, students analyze the author’s purpose in several informational texts and a video. Students evaluate the advantages and disadvantages of each medium in conveying the purpose.	In this lesson, the student analyzes the author’s purpose in an informational text and a video. <ul style="list-style-type: none"> 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 (LC.RI.8.6)
Let’s Express Our Understanding	Respond to the following in your reading log: <ul style="list-style-type: none"> Which text or video most effectively conveys the author’s purpose? Support your response with evidence from the text or video. 	With assistance as needed, respond to the following in your reading log: <ul style="list-style-type: none"> Which one, the text or the video most effectively tells the author’s purpose? Support your response with evidence from the text or video.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students define the author’s (or producer’s) purpose for each medium and how the purpose is developed? Can students explain the advantages and disadvantages of each medium? 	<ul style="list-style-type: none"> Can the student locate the author’s (or producer’s) purpose for each medium. Can the student explain the advantages and disadvantages of each medium?

Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos <i>"Sugar"</i> by Anup Shah		<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● "Louisiana Sugarcane Farmer" video ● Evaluating media handout ● Analyzing conflicting ideas handout ● Conversation stems handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.6): <ul style="list-style-type: none"> • Squared paper to make cubes • Graphic Organizer (Venn Diagram) • Various informational Texts • Interactive White Board • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that provide support for the authors point of view • Videos or story boards/cards of the story for visual supports

			<ul style="list-style-type: none"> • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Graphic organizers • Highlighted information within the text • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Clearly differentiated multiple-choice answers • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Simpler or shorter containing the same key information • Peer support, collaborative grouping
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Lesson Overview		
Lesson Number	Lesson 18: Determining the strongest text evidence to support an idea and recognizing irrelevant evidence	Modified Lesson Overview
Description	In this lesson, students analyze a writing prompt and complete an	In this lesson, the student analyzes a writing prompt.

	<p>evidence chart to organize ideas in preparation for writing the essay. Students practice determining the strongest text evidence to support a claim or conclusion.</p>	<ul style="list-style-type: none"> ● 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 (LC.W.8.8a). ● Evaluate the claim or argument to determine if it is supported by evidence (LC.RI.8.8b).
<p>Let's Express Our Understanding</p>	<p>Revise your evidence chart based on the peer feedback. Evidence charts include:</p> <ul style="list-style-type: none"> ● Key ideas of each chosen text ● Text evidence that supports the key ideas ● Reasoning (how evidence supports response) ● How information is presented in each chosen text ● Text evidence that supports how information is presented ● Reasoning (how evidence supports response) ● Explanation of conflicting viewpoints in the chosen texts ● Explanation if conflicting viewpoints are a matter of fact or interpretation 	<p>With assistance as needed, revise your evidence chart based on the peer feedback. Evidence charts include:</p> <ul style="list-style-type: none"> ● Key ideas of each chosen text ● Text evidence that supports the key ideas ● Reasoning (how evidence supports response) ● How information is presented in each chosen text ● Text evidence that supports how information is presented ● Reasoning (how evidence supports response) ● Explanation of conflicting viewpoints in the chosen texts ● Explanation if conflicting viewpoints are a matter of fact or one's understanding
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students identify conflicting viewpoints that exist between two texts? ● Can students explain in writing if the conflicting viewpoints are a matter of fact or interpretation? 	<ul style="list-style-type: none"> ● Can the student locate conflicting viewpoints that exist between two texts? ● Can the student explain if the conflicting viewpoints are a matter of fact or interpretation?
<p>Text(s)</p>	<p><i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</p>	<p><i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</p>

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Evaluating media handout ● Analyzing conflicting ideas handout. ● Writing prompt and evidence chart handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.8b): <ul style="list-style-type: none"> • Highlighted information within the text • Graphic organizers • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic • Videos or story boards/cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide
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			<p>access to content and facilitate responding</p> <ul style="list-style-type: none"> • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Peer support, collaborative grouping
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Lesson Overview		
Lesson Number	Lesson 19: Varying sentence structure to increase clarity and reader engagement	Modified Lesson Overview
Description	In this lesson, students use the sentence composing strategy to revise sentences in an example draft of an explanatory essay.	<p>In this lesson, the student uses the sentence composing strategy.</p> <ul style="list-style-type: none"> • Discuss how your own view or opinion changes using new information provided by others (LC.SL.8.1c). • 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) (LC.W.8.5b).
Let's Express Our Understanding	<p>Conduct a whole-class discussion to answer the questions: Why does a good writer vary sentence structure?</p> <p>What impact does varying sentence structure have on the reader?</p>	<p>Conduct a whole-class discussion to answer the questions: Why does a good writer change sentence structure?</p> <p>What impact does changing sentence structure have on the reader?</p>

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the structure of sentences in a sample essay? ● Can students vary the structure of sentences using strategies for combining and expanding sentences? 		<ul style="list-style-type: none"> ● Can the student identify the structure of sentences? ● Can the student vary the structure of sentences?
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Explanatory essay draft handout ● Conversation stems handout ● Highlighter ● Index cards 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems ● Teacher talk moves ● Transitions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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

Lesson Overview		
Lesson Number	Lesson 20: Revising and editing an explanatory essay	Modified Lesson Overview
Description	In this lesson, students use a revising and editing checklist to make changes to an example draft.	<p>In this lesson, the student uses a revising and editing checklist to make changes to an example draft.</p> <ul style="list-style-type: none"> ● 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) (LC.W.8.5b).	
Let's Express Our Understanding	Use the revising and editing checklists to make changes to the third paragraph of the draft essay.	With a partner, use the revising and editing checklists to make changes to the third paragraph of the draft essay.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify areas of improvement in a draft essay using an editing checklist? ● Can students revise sentences in a draft essay to strengthen writing? 	<ul style="list-style-type: none"> ● Can the student identify areas of improvement in a draft essay? <ul style="list-style-type: none"> ○ using an editing checklist? ● Can the student revise sentences in a draft essay to strengthen writing? 	
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Explanatory essay draft handout ● Explanatory essay scoring tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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

Section Overview

Section Number	6	Section Optional
Description	Sugar	
Assessment	<p>Students respond to the following question in their reading log: How did the fight for freedom throughout the world lead to the end of the Age of Sugar? Include two examples from the text in your response.</p> <p>Culminating task connections:</p> <p>Students continue to build knowledge of the sugar industry by reading Part 4 of <i>Sugar Changed the World</i>. Students dive deeper into one of the positive aspects of the sugar industry as revealed in the text: the influence the industry had on the abolition of slavery. This analysis of connections between ideas and events expands their understanding of the central idea of the text, that the sugar industry had both positive and negative aspects. Students also practice writing an explanatory essay explain the connection between individuals in Part 4 of the text.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write an explanatory essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none">● How well does the student identify a connection between individuals in a text?● How well does the student determine the cause behind the decline of the sugar industry? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none">● 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?	

	<ul style="list-style-type: none"> ● How well does the student organize the paragraphs of a multiparagraph essay? 	
Section Length	5 lessons	5 lessons optional
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language ● Protocol for Explicitly Teaching Vocabulary ● Vocabulary Task for “indenture” ● Support for Meaning ● Additional text-dependent questions for lesson 23 <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 06 of Grade 08 <i>Sugar</i> - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

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

Lesson Overview		
Lesson Number	Lesson 21: Practice cold read task	Lesson is Optional
Description	In this lesson, students read two sections of Part Four of <i>Sugar Changed the World</i> and answer multiple choice questions based on the text as practice for the cold read task at the end of the unit.	
Let's Express Our Understanding	<p>Analyze the answer options for questions 1-7 on the practice cold-read task. Explain your thinking for each correct answer option.</p> <ul style="list-style-type: none"> • How does the language of the first three paragraphs of "A New System" differ from the rest of the passage? Which sentence from the first three paragraphs best supports your answer to part A? • What is the meaning of the word <i>indenture</i>? Which sentence from the first four paragraphs best helps in understanding the meaning of <i>indenture</i>? 	

	<ul style="list-style-type: none"> ● What is the meaning of the authors' use of figurative language in the sentence: It is as if the hands on a great national clock were moving together toward high noon. ● What is the authors' purpose in introducing the topic of religion in the first paragraph? Which sentence from the passage best supports your answer to part A? ● Which sentence accurately states the advantage of including the photographs of Indian Sugar workers and the caption underneath? ● How do the authors make distinctions between the situations of the "enslaved Africans" and the "Indian indentures"? <p>How does the song "Ship Brothers" refine the authors' description of the Indian attitude on the ships? Which line from the song best supports your answer to part A?</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the key ideas in each section? ● Can students support their thinking with evidence from the text? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Practice cold read assessment items and answer sheet 	

Lesson Overview		
Lesson Number	Lesson 22: Practice Cold-Read Task, Essay Response	Lesson is Optional
Description	In this lesson, students write an essay based two sections of Part Four of <i>Sugar Changed the World</i> as practice for the cold read task at the end of the unit.	
Let's Express Our Understanding	<p>You have approximately 40 minutes to reread the text and answer question 8: Read the last sentence from "A New System."</p> <p style="text-align: center;">Thus began a new chapter in the story of sugar.</p> <p>Write a multiparagraph essay that explains how the authors connect the story of John Smith in British Guiana with the story of the person selling vegetables in British India and the description of Indian workers in "Crossing the Black Water." Cite evidence from the text to support your response. Be sure to observe the conventions of standard English.</p> <p>Homework: Continue reading Part Four of <i>Sugar Changed the World</i> (pages 108-114). Complete the summary handout based on the reading.</p>	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify a connection between individuals in a text? ● Can students support their thinking with relevant and sufficient evidence from the text? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Practice cold read assessment items and answer sheet 	

Lesson Overview		
Lesson Number	Lesson 23: Engaging in collaborative reading and discussion	Lesson is Optional
Description	In this lesson, students read and discuss Part Four of <i>Sugar Changed the World</i> in small groups.	
Let's Express Our Understanding	Respond to the following question in your reading log: How did the fight for freedom throughout the world lead to the end of the Age of Sugar? Include two examples from the text in your response.	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the cause behind the decline of the sugar industry? ● Can students support their thinking with relevant and sufficient evidence from the text? 		
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Collaborative reading handout ● Summary handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio recording of <i>Sugar Changed the World</i> ● Conversation stems ● Evidence sentence starters 	

Lesson Overview		
Lesson Number	Lesson 24: Developing a topic and organizing the multimedia presentation	Lesson is Optional
Description	In this lesson, students analyze an exemplar multimedia presentation to identify important characteristics of the genre. Students work in groups to develop a topic and organize their multimedia presentation.	

Let's Express Our Understanding	Work with your group to develop a topic and categories and complete the storyboard for your presentation.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the important components of a presentation? ● Can students determine an appropriate topic and categories for a multimedia presentation about sugar's influence? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Access to "Sugar's Influence" exemplar presentation ● Extension task student directions handout ● Extension task presentation scoring tool ● Presentation storyboard handout ● Concept map handout ● Evidence chart handout ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems

Lesson Overview

Lesson Number	Lesson 25: Incorporating multimedia effectively to clarify, support, and enhance a topic		Lesson is Optional
Description	In this lesson, students analyze an exemplar presentation and then plan how to incorporate multimedia in their own presentation. Students work with their group to begin creating the presentation.		
Let's Express Our Understanding	Work with your group to begin creating the multimedia presentation. Use the outline you created on the storyboard handout as you work.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify effective multimedia elements in an exemplar presentation? ● Can students incorporate multimedia elements in their own presentations to clarify, support, or enhance the topic? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Access to "Sugar's Influence" exemplar 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems 	

	<p>presentation</p> <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task presentation scoring tool ● Presentation storyboard handout 		
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Section Overview		
Section Number	7	Modified Section Overview
Description	Sugar	Original and adapted version of “Sugar Cane” by Grace Nichols
Assessment	<p>Students publish a final draft of the Culminating writing task by incorporating the final revisions and edits.</p> <p>Culminating task connections: Students write the Culminating task essay during this section, explaining the authors’ purpose for writing <i>Sugar Changed the World</i> and how the authors respond to conflicting viewpoints. Students have prepared for this task throughout the unit by examining the author’s word choice and its impact on tone; evaluating how the text is organized and developed;</p>	<p>Students show their ability to write an argumentative text that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a multi-paragraph literary response.</p> <p>Culminating task connections:</p>

determining a central idea of the text and how it is conveyed through tone, organization, and development; and identifying places in the text where the author acknowledges and respond to perspectives different from their own.

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 identify the author's purpose for writing *Sugar Changed the World*?
- How well does the student articulate the central idea of the text?
- How well does the student explain how the authors respond to conflicting viewpoints?

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 write a permanent product during this section, identifying the authors' purpose for writing *Sugar Changed the World* and how the authors respond to conflicting viewpoints. Students have prepared for this task throughout the unit by looking at the author's word choice and how it develops tone; evaluating how the text is organized and developed; determining a central idea of the text and how it is conveyed through tone, organization, and development; and identifying places in the text where the author acknowledges and respond to perspectives different from their own.

Students also demonstrate their ability to write a permanent product that includes their ability to form a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence, and use conventions to produce clear writing.

Reading/Knowledge Look Fors:

- How well does the student identify the author's purpose for writing *Sugar Changed the World*?
- How well does the student determine the difference between active and passive voice?
- How well does the student explain how the authors respond to conflicting viewpoints?

Writing/ELA Skill Look Fors:

- How well does the student identify the author's purpose for writing *Sugar Changed the World*?
- How well does the student support their claim with reasons and text evidence?

		<ul style="list-style-type: none"> ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● Can the student incorporate active and passive voice appropriately in their essay draft? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
Section Length	4 lessons	4 Lessons
Additional Supports for Diverse Learners	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task handout ● Culminating Writing Task scoring tool <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation Stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of Sugar ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

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

Lesson Overview		
Lesson Number	Lesson 26: Planning for writing and engaging in a peer conference	Modified Lesson Overview
Description	In this lesson, Students analyze an argumentative prompt and develop an outline for the essay. Students engage in a peer conference to get feedback on their outline.	In this lesson, the student analyzes an argumentative prompt. <ul style="list-style-type: none"> ● Discuss how own view or opinion changes using new information provided by others (LC.SL.8.1c). ● Evaluate the claim or argument to determine if it is supported by evidence (LC.RI.8.8b).
Let's Express Our Understanding	Revise your outline based on the peer feedback.	Revise your outline based on the peer feedback.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the author's purpose for writing <i>Sugar Changed the World</i>? ● Can students support their claim with reasons and text evidence? 	<ul style="list-style-type: none"> ● Can the student identify the author's purpose for writing <i>Sugar Changed the World</i>? ● Can the student support their claim with reasons and text evidence?
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina

			Budhos
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task handout ● Culminating Writing Task scoring tool 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation Stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.8b): <ul style="list-style-type: none"> • Highlighted information within the text • Graphic organizers • Pictures, objects or tactile representations to illustrate the topic, events or details • Sentence strips that reflect supporting details about the topic • Videos or story boards/cards of the story for visual supports • Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

			<ul style="list-style-type: none"> • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Dichotomous questions that allow for making a choice of correct versus incorrect answers • Peer support, collaborative grouping
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Lesson Overview		
Lesson Number	Lesson 27: Using verbs in the active and passive voice and drafting an argumentative essay	Modified Lesson Overview
Description	In this lesson, students begin drafting the argumentative essay. Students engage in a grammar mini-lesson to practice using verbs in the active and passive voice.	<p>In this lesson, the student begins drafting the argumentative essay.</p> <ul style="list-style-type: none"> • Use active and passive voice in writing to achieve a particular effect (LC.L.8.3a). • Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic (LC.W.8.2a). • Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (LC.RI.8.10b).

Let's Express Our Understanding	<p>Begin to independently draft the argumentative essay. Incorporate the active and passive voice when appropriate. When you have finished your draft reread your draft and look for sentences that should be changed to active or passive voice. Make revisions to these sentences.</p>		<p>With assistance as needed, draft the argumentative essay.</p> <ul style="list-style-type: none"> ● Use active and passive when appropriate. ● When you have finished your draft, reread or be read to your draft and look for sentences that should be changed to active or passive voice. ● Make revisions to these sentences.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the difference between active and passive voice? ● Can students incorporate active and passive voice appropriately in their essay draft? 		<ul style="list-style-type: none"> ● Can the student identify active voice? ● Can the student identify passive voice? ● Can the student appropriately use active voice in their essay draft? ● Can the student appropriately use passive voice in their essay draft?
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task handout ● Culminating Writing Task scoring tool ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems ● Evidence sentence starters 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.10b): <ul style="list-style-type: none"> ● Reflective journals ● Coding sheets

			<ul style="list-style-type: none"> • Pencils/notebooks • Chapter books or adapted text as appropriate • Color coded text • Task analysis for using reference materials (e.g., dictionary) • Cheat sheet with common prefixes and suffixes and their meanings • An example can be found here: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
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Lesson Overview		
Lesson Number	Lesson 28: Using varied transitions and continuing to draft an argumentative essay	Modified Lesson Overview
Description	In this lesson, students continue drafting the argumentative essay. Students engage in a grammar mini-lesson to practice using varied transitions.	<p>In this lesson, the student continues drafting the argumentative essay.</p> <ul style="list-style-type: none"> • Use grade-appropriate general academic and domain-specific words and phrases accurately (LC.L.8.6a). • Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons (LC.SL.8.2c). • 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

		(LC.RI.8.6) .	
Let's Express Our Understanding	Finish drafting your argumentative essay. Incorporate varied transitions in your writing. (Students will finish the draft for homework if more time is needed.)	With assistance as needed, finish drafting your argumentative essay. Use several transitions in your writing.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify transition words in an essay? ● Can students revise transitions so that they align to each other and are varied? 	<ul style="list-style-type: none"> ● Can the student identify transition words in an essay? ● Can the student revise transitions appropriately? 	
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task handout ● Culminating Writing Task scoring tool ● Reading log ● Your draft essay ● Access to the internet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Teacher talk moves ● Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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.8.6): <ul style="list-style-type: none"> • Squared paper to make cubes • Graphic Organizer (Venn Diagram)

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| | | | <ul style="list-style-type: none">• Various informational Texts<ul style="list-style-type: none">• Interactive White Board• Pictures, objects or tactile representations to illustrate the topic, events or details• Sentence strips that provide support for the authors point of view• Videos or story boards/cards of the story for visual supports• Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)• Graphic organizers• Highlighted information within the text• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)• Clearly differentiated multiple-choice answers• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding• Dichotomous questions that allow for making a choice of correct versus incorrect answers• Simpler or shorter containing the same key |
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			<p>information</p> <ul style="list-style-type: none"> • Peer support, collaborative grouping
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Lesson Overview		
Lesson Number	Lesson 29: Revising and editing an argumentative essay	Modified Lesson Overview
Description	In this lesson, students revise their writing using a checklist, then engage in a peer editing conference.	<p>In this lesson, the student revises their writing using a checklist.</p> <ul style="list-style-type: none"> • Use information and feedback to refine understanding (LC.SL.8.1a). • 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) (LC.W.8.5b).
Let's Express Our Understanding	<p>Write a final draft.</p> <p>Homework: Publish your essay by incorporating the final revisions and edits.</p>	With assistance as needed, write a final draft complete with final revisions and edits.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students annotate their own essay by identifying the claim, supporting reasons, text evidence, reasoning and transition words? 	<ul style="list-style-type: none"> • Can the student annotate or assist in annotating their essay by identifying the claim, supporting

	<ul style="list-style-type: none"> ● Can students revise their essay so that each paragraph has the sentences and transitions words it needs? 	<p>reasons, text evidence, reasoning and transition words?</p> <ul style="list-style-type: none"> ● Can the student revise or participate in the revision of their essay so that each paragraph has the sentences and transitions words it needs?
Text(s)	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos	<i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task handout ● Culminating Writing Task scoring tool ● Your draft essay 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● 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

Section Overview

Section Number	8	Section Optional
Description	Sugar	
Assessment	<p>Students write an argumentative, research-based essay in which they make a claim about the role sugar has played in the area of diet and nutrition. Students argue what impact that role of sugar has played and defend their claim using credible and relevant evidence. Students properly cite and quote sources, avoiding plagiarism. Students also create a Works Cited page.</p> <p>Culminating task connections: Students have finished the Culminating writing task, however, students should understand that the unit focus question can still be applied to the extension task: What impact does sugar have on the world? Students will shift from the historical and economical lens they used to examine this question while reading <i>Sugar Changed the World</i> to more of a scientific and ethical lens as they research the role of sugar in the area of diet and nutrition.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student generate an appropriate research question? ● How well does the student determine the credibility of a source? ● How well does the student locate credible sources for the research essay using appropriate search terms? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● 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? 	

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

Lesson Overview

Lesson Number	Lesson 30: Analyzing how literary devices contribute to a theme in poetry		Lesson is Optional
Description	In this lesson, students engage in multiple readings of a poem to determine how repetition and allusion contribute to the theme.		
Let's Express Our Understanding	Respond to the following in your reading log: What message is conveyed in "Sugar Cane" by Alfred Corn? Choose either repetition or allusion and explain how the poet's use of that element in the text contributes to the message.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the message conveyed in the poem? ● Can students explain how the use of repetition or allusion contributes to the message? 		
Text(s)	"Sugar Cane" by Alfred Corn (digital copy)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log ● Final draft of the argumentative essay 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems ● Teacher talk moves 	

Lesson Overview		
Lesson Number	Lesson 31: Multimedia presentations	Lesson is Optional
Description	In this lesson, students present their multimedia presentations. Students evaluate their peers' presentations and give feedback.	
Let's Express Our Understanding	<p>Review the feedback from your peers as a group. Discuss the following as a group and have one group member record it on a piece of paper:</p> <ul style="list-style-type: none"> ○ 3 things your group did well ○ 2 things your group could improve on ○ 1 key take away from the presentation 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students evaluate a multimedia presentation for effectiveness? ● Can students provide both positive and negative feedback to a group based on their multimedia presentation? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task presentation scoring 	

	<ul style="list-style-type: none"> ● tool ● Your final multimedia presentation materials ● Peer feedback handout 		
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Lesson Overview		
Lesson Number	Lesson 32: Developing questions for research and assessing the credibility of sources	Lesson is Optional
Description	In this lesson, students create a question for research and begin locating sources using search terms. Students assess the credibility of the sources they locate.	
Let's Express Our Understanding	Continue looking for sources using your search terms. Evaluate the credibility of each source. If a source is credible, list it in your reading log.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the credibility of a source? ● Can students locate credible sources for the research essay using appropriate search terms? 	
Text(s)		

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task student directions handout ● Reading log ● Extension task research writing scoring tool ● Cornell notes handout 		
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Lesson Overview		
Lesson Number	Lesson 33: Paraphrasing and quoting information from sources	Lesson is Optional
Description	In this lesson, students use Cornell notes to record information from the sources they located in the previous lesson.	
Let's Express Our Understanding	Read your sources and record notes in your Cornell notes handout. <ul style="list-style-type: none"> ○ What important ideas are discussed in the excerpt? ○ How would you record these ideas in your own words? ○ Is there a quotation that seems important to include in your report? 	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine the most important ideas in each source? ● Can students paraphrase or directly quote the most important information to use in their own report while avoiding plagiarism? 		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task research writing scoring tool ● Cornell notes handout ● How to avoid plagiarism handout ● Reading log 		

Lesson Overview		
Lesson Number	Lesson 34: Conducting research and engaging in a small group conference	Lesson is Optional

Description	In this lesson, students continue conducting research and recording notes using Cornell notes. Students engage in a small group conference with the teacher to check on their progress.	
Let's Express Our Understanding	Based on the discussion with your partner, eliminate any sources that are not credible. Revise any notes that are not relevant to your research question.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students determine the credibility of each source? • Can students explain what makes each source relevant to their research question? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Extension task student directions handout • Extension task research writing scoring tool • Cornell notes handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems

Lesson Overview

Lesson Number	Lesson 35: Developing a thesis statement and outlining a research report		Lesson is Optional
Description	In this lesson, students use their research notes and a planning organizer to determine a claim, supporting reasons, and supporting text evidence. Students begin to draft the argumentative research report.		
Let's Express Our Understanding	Use your Cornell notes to complete the organizational frame.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the parts of a strong thesis statement? ● Can students write a thesis statement for their research report that fully addresses the prompt? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task research writing scoring tool ● Cornell notes handout 		

Lesson Overview

Lesson Number	Lesson 36: Drafting a research essay	Lesson is Optional
Description	In this lesson, students draft the argumentative research essay.	
Let's Express Our Understanding	Begin drafting the research essay. Include parenthetical citation in your essay. (Students finish drafting the essay for homework.)	
Lesson Look-Fors	<ul style="list-style-type: none">● Can students identify the parts of a parenthetical citation?● Can students include parenthetical citations in their essay draft?	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none">● Extension task student directions handout● Extension task research writing scoring tool● Cornell notes handout● Your organizational frame● How to Avoid Plagiarism handout	

	<ul style="list-style-type: none"> Your draft essay 		
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Lesson Overview		
Lesson Number	Lesson 37: Revising and editing a research essay	Lesson is Optional
Description	In this lesson, students engage in peer revising and editing and self-editing to prepare to publish the research essay.	
Let's Express Our Understanding	Begin to publish a final draft of your essay by incorporating the revisions and edits you made during your peer conferences. Your Works Cited page should be the last page of your essay. (Students finish the final draft of the research essay for homework.)	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students identify a partner's thesis statement and support? Can students explain how a thesis statement should organize an essay? 	
Text(s)		

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task research writing scoring tool ● Your draft essay ● Highlighters 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems ● Citation machine 	
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Section Overview		
Section Number	9	Section is optional
Description	Sugar	

Assessment

Student read the sentence from “State of Sugar” from *This Week in Louisiana Agriculture*.

We’ve always managed to survive.

Then, students write a multiparagraph essay that explains in detail what Mr. Simon means by this statement and how this idea is conveyed in both “200 Years of Sugar” and “The State of Sugar.” They cite evidence from both the video and the passage to support their response. Students also observe the conventions of standard English.

Culminating task connections:

Students have finished the Culminating writing task and the Extension task. During the Cold-read task, they add to their knowledge of the sugar industry by considering how the industry has evolved over time by responding to challenges and obstacles throughout history. Students will use both the historical and economical knowledge they acquired while preparing for the Culminating task as well as the scientific and ethical knowledge they built while preparing for the Extension task to help them explain how the industry has managed to survive as conveyed in the Cold-read texts.

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 survival of the sugar industry as conveyed in each source?
- How well does the student explain the obstacles the industry has faced over time?
- How well does the student describe the evolution of the sugar industry in response to the obstacles it faced?

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?

Section Length	2 lessons	2 lessons optional
Additional Supports for Diverse Learners	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Sugar</i> ● Louisiana Connectors ● Essential Elements Cards - Grade 6-8 Informational ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions), high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details) 	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 38: Cold-Read Task, Multiple Choice Questions	Lesson is Optional
Description	In this lesson, students read an informational text and view a video independently and answer multiple choice questions to demonstrate understanding of the text and video.	
Let's Express Our Understanding	<p>You have approximately 25 minutes to read the text and answer questions 1-3. You have approximately 15 minutes to view the video and answer questions 4-5.</p> <ul style="list-style-type: none"> ● What is the main idea of the “200 Years of Progress in the Louisiana Sugar Industry: A Brief History”? Which statement from the passage best supports the answer to Part A? ● How does paragraph 6 of the passage refine the idea of growth in the sugarcane industry? ● How does paragraph 10 reinforce the idea of change in “200 Years of Progress”? Which statement from paragraph 10 best supports the idea of change in the industry? ● Which sentence best summarizes the video “The State of Sugar”? ● What aspects of the video “The State of Sugar” best reveal the author’s purpose? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify the central and supporting ideas of the text and the video? 	

	<ul style="list-style-type: none"> • Can students support their thinking with evidence from the text and the video? 	
Text(s)	<p>“200 Years of Progress in the Louisiana Sugar Industry: A Brief History” by Dr. Charley Richard</p> <p>“State of Sugar” from This Week in Louisiana Agriculture (video)</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Your final draft of the research essay • Cold-read assessment item and answer sheet handout 	

Lesson Overview		
Lesson Number	Lesson 39: Cold-Read Task, Essay Response	Lesson is Optional
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a text and a video in an essay.	

<p>Let's Express Our Understanding</p>	<p>ou have approximately 40 minutes to reread the text, review the video, and answer question 6: Read the sentence from "State of Sugar" from <i>This Week in Louisiana Agriculture</i>.</p> <p style="text-align: center;">We've always managed to survive.</p> <p>Write multiparagraph essay that explains in detail what Mr. Simon means by this statement and how this idea is conveyed in both "200 Years of Sugar" and "The State of Sugar." Cite evidence from both the video and the passage to support your response. Be sure to observe the conventions of standard English.</p>		
<p>Lesson Look-Fors</p>	<ul style="list-style-type: none"> ● Can students explain what Mr. Simon means and how his idea is conveyed in both the text and the video? ● Can students support their thesis with evidence from both sources? 		
<p>Text(s)</p>	<p>"200 Years of Progress in the Louisiana Sugar Industry: A Brief History" by Dr. Charley Richard</p> <p>"State of Sugar" from This Week in Louisiana Agriculture (video)</p>		
<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold-read assessment item and answer sheet handout 		

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