

Grade 6, Unit 1 - *If Stones Could Speak*

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 6, Unit 1 - *If Stones Could Speak*

Unit Overview		
Grade	6	Modified Unit Overview
Guidebook Text	<i>If Stones Could Speak</i>	Original and adapted versions of <i>If Stones Could Speak</i>
Unit Description	We will read <i>If Stones Could Speak</i> by Marc Aronson and a series of related literary and informational texts to explore the question: What is the importance of archaeology to our understanding of history? We will express our understanding through an explanatory essay that analyzes the author’s perspective about the importance of archaeology.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>If Stones Could Speak</i> by Marc Aronson and a series of related literary and informational texts to explore the question: “ <i>What is the importance of archaeology to our understanding of history?</i> ” To address this question, students will create a permanent product to explain the author’s perspective about the importance of archaeology.
Essential Question	What is the importance of archaeology to our understanding of history?	<i>What is the importance of archaeology to our understanding of history?</i>
Culminating Task	<p>Read the following statement from <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i>, “This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And this is the really big story here - how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world” (pp. 8-9).</p> <p>What does the author Marc Aronson mean and how does he explain and support this idea throughout the text?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> ● Read the quotation. 	<p>Create a permanent product to demonstrate how the author, Marc Aronson, develops the idea that “This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right.” (pp. 8-9). In order to do this, students will:</p> <ul style="list-style-type: none"> ● Read the quotation. ● Review the text to determine the meaning of the quotation. ● Match 2 - 3 reasons the author provides which support this central idea. ● For each reason, identify details, examples, and evidence the author provides as support. <p>Your permanent product should demonstrate how the author</p>

	<ul style="list-style-type: none"> ● Review the text to determine the meaning of the quotation. ● Determine 2 - 3 reasons the authors provide which support this central idea. ● For each reason, select details, examples, evidence, etc. the author provides as support. <p>Write an essay that explains how the author introduces and elaborates his central idea and purpose. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.</p>	<p>develops his ideas about the importance of questioning the beliefs of the past. Be sure to support your claim with reasons and evidence from the text and include a conclusion.</p> <p>Write an essay that explains how the author elaborates his central idea. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite one piece of textual evidence, including direct quotation and page number.</p> <p>LC.RI.6.1 Use textual evidence to support inference</p> <p>LC.RI.6.7c Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p> <p>LC.W.6.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).</p>
Sections & Lessons	<i>11 sections, 32 lessons total</i>	

Assessment Overview

Guidebook Assessment

Modified Assessment Overview

Culminating Writing Task

Students write a multiparagraph essay in response to a quotation from *If Stones Could Speak*. Students answer the question: What does the author Marc Aronson mean and how does he explain and support this idea throughout the text?

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

Create a permanent product to demonstrate how the author, Marc Aronson, develops the idea of “questioning what others believe to be true, not accepting ideas just because famous people say they are right.” (pp. 8-9). In order to do this, students will:

- Read the quotation.
- Review the text to determine the meaning of the quotation.
- Match one reason the author provides which support this central idea.
- Identify details, examples, evidence, etc. the author provides as support.

Your permanent product should demonstrate how the author develops his ideas about the importance of archaeology. Be sure to support your claim with reasons and evidence from the text and include a conclusion.

[LC.RI.6.1](#) Use textual evidence to support inference

[LC.RI.6.7c](#) Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).

[LC.W.6.4](#) Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

Cold-Read Task	<p>Students read “Archaeologists and Their Theories” and “The Ever-Changing Timeline of Stonehenge” from the Appendix of <i>If Stone Could Speak</i>. Students also read “Profiles of Archaeologists.” Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> ● Task items ● Answer sheet ● Answer key ● Grades 6-8 writing rubric 	<i>This will be optional.</i>
Extension Task	<p>Students read how various authors capture the stories of societies uncovered in archaeological digs. Then students examine an area of the school that has been “uncovered” after a cataclysmic event buried the school in debris many years in the future. Students create an archaeological report of their findings and a narrative description of daily life based on artifacts and evidence located at the site using a humorous or serious tone and vocabulary from the unit.</p>	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Narrative writing rubric 	<i>This will be optional.</i>

Section Overview

Section Number	Section 1	Modified Section Overview
Description	If Stones Could Speak	Original and adapted versions of <i>If Stones Could Speak</i>
Assessment	<p>Students write a response to the prompt: “Explain how the theme in “Travel” is conveyed through details in the poem.” Students ensure that their response includes a topic, details to support their topic, and a concluding sentence.</p> <p>Culminating task connections: Students demonstrate their understanding of how an author explains and supports his ideas throughout a text. This prepares students to identify how the author explains and supports his ideas in a quote from <i>If Stones Could Speak</i>.</p> <p>Students also demonstrate their ability to write a thorough response including a topic sentence, supported by relevant details, and a concluding sentence in response to a text. This prepares them to write a multiparagraph essay in response to a text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the author’s feelings towards traveling in the poem? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the theme of a text by analyzing how the details and the development of ideas and information contribute to their understanding of the implied meaning of the text? ● How well does the student introduce claims and support their claim by using clear reasons and relevant evidence from the text? 	<p>Students write a response to the prompt: “Explain how the theme in “Travel” is conveyed through details in the poem.” Students ensure that their response includes a topic, details to support their topic, and a concluding sentence.</p> <p>Culminating task connections: Students demonstrate their understanding of how an author explains and supports his ideas throughout a text. This prepares students to identify how the author explains and supports his ideas in a quote from <i>If Stones Could Speak</i>.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the author’s feelings towards traveling in the poem? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine the theme of a text by analyzing how the details and the development of ideas and information contribute to their understanding of the implied meaning of the text? ● How well does the student introduce claims and support their claim by using clear reasons and relevant evidence from the text?

Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners	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>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

Lesson Overview		
Lesson Number	Lesson 1: Unit Introduction and Gallery Walk	Modified Lesson Overview
Description	In this lesson, students define key vocabulary for the unit and participate in a gallery walk as they observe images from the text, <i>"If Stones Could Speak Unlocking the Secrets of Stonehenge,"</i> by Marc Aronson.	<p>In this lesson, students define key vocabulary for the unit and participate in a gallery walk as they observe images from the text, <i>"If Stones Could Speak Unlocking the Secrets of Stonehenge,"</i> by Marc Aronson. (and as needed an adapted version)</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings (LC.RI.6.4)

Let's Express Our Understanding	Respond to the following question in your field journal, in the Reflections/Discoveries section: Choose one image and describe how it shows archaeology in action.		Respond to the following question in your field journal, in the Reflections/Discoveries section: Choose one image and describe how it shows archaeology in action.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what the study of archaeology is? ● Can students gather evidence from images to make inferences about a text? 		<ul style="list-style-type: none"> ● Can students explain what the study of archaeology is? ● Can students gather evidence from images to make inferences about a text?
Text(s)	<p>“Archaeology 101” <i>If Stones Could Speak:Unlocking the Secrets of Stonehenge</i> by Marc Aronson</p>		<p>“Archaeology 101” <i>If Stones Could Speak:Unlocking the Secrets of Stonehenge</i> by Marc Aronson</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Enlarged copies of images on page 30, 36, 40, 46, & 53 from <i>If Stones could Speak</i> and the first image from “Archaeology 101” ● Class vocabulary log display ● Reading log (aka field journal) ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student-friendly definitions ● Choral Reading/Echo Reading ● Transitions ● Evidence starters ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Archaeology 101” “If Stones Could Speak: Unlocking the Secrets of Stonehenge”</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 2: Analyzing the language of “Travel”	Modified Lesson Overview
Description	In this lesson, students analyze the language of “Travel” by Robert Louis Stevenson and use the TP-CASTT method to analyze the poem.	<p>In this lesson, students analyze the language of “Travel” by Robert Louis Stevenson and as needed an adapted version</p> <ul style="list-style-type: none"> ● Use textual evidence to support inference (LC.RI.6.1) ● Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings. (LC.RI.6.4) ● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (LC.RI.6.10b)
Let’s Express Our Understanding	Respond to the following question in your field journal: What is the speaker’s attitude toward travel?	Respond to the following question in your field journal: What is the speaker’s attitude toward travel?

	<ul style="list-style-type: none"> ● Identify the words and phrases that you used to determine the speaker’s attitude. ● Explain how Robert Louis Stevenson uses these words to develop the speaker’s attitude. 	<ul style="list-style-type: none"> ● Identify one word/phrase that you used to determine the speaker’s attitude. ● Explain how Robert Louis Stevenson uses this word/phrase to develop the speaker’s attitude. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the author’s attitude towards traveling in “Travel”? ● Can students identify imagery in the form of words and phrases in “Travel”? 	<ul style="list-style-type: none"> ● Can students explain the author’s attitude towards traveling in “Travel”? ● Can students identify imagery in the form of words and phrases in “Travel”? 	
Text(s)	“Travel” by Robert Louis Stevenson		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Class vocabulary log display ● Reading log (aka field journal) ● TP-CASTT handout ● Teacher talk moves ● Conversation stems ● TP-CASTT ● Accountable talk ● Choral reading ● Echo reading 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Travel”</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 3: Themes in "Travel"	Modified Lesson Overview
Description	In this lesson, students engage in a class discussion about possible themes of the poem and write a written response about the theme from the poem, "Travel," by Robert Louis Stevenson.	<p>In this lesson, students engage in a class discussion about possible themes of the poem and write a written response about the theme from the poem, "Travel," by Robert Louis Stevenson.</p> <ul style="list-style-type: none"> ● Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). (LC.W.6.4) ● Make appropriate comments that contribute to a collaborative discussion. (LC.SL.6.1a) ● Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. (LC.RL.2b)

Let's Express Our Understanding	<p>Write a written response in the Reflections/Discoveries section of your field journal. In your response,</p> <ul style="list-style-type: none"> ● Identify a theme in "Travel" ● Explain how the theme is conveyed through details in the poem ● Be sure to introduce your topic, use details to develop your topic, and provide a concluding statement 		<p>Develop a response in the Reflections/Discoveries section of your field journal. In your response,</p> <ul style="list-style-type: none"> ● Identify a theme in "Travel" ● Explain how the theme is conveyed through details in the poem ● Be sure to introduce your topic, use details to develop your topic, and provide a concluding statement
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the author is vowing, or making a promise to himself, to travel one day? ● Can students identify details in the text to support a theme? 		<ul style="list-style-type: none"> ● Can students explain that the author is vowing, or making a promise to himself, to travel one day? ● Can students identify details in the text to support a theme?
Text(s)	"Travel" by Robert Louis Stevenson		"Travel" by Robert Louis Stevenson
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● TP-CASTT ● Reading log (aka field journal) ● Conversation stems ● Accountable Talk ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of "Travel" ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text

			<ul style="list-style-type: none"> ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview		
Section Number	Section 2	Modified Section Overview
Description	If Stones Could Speak	Original and adapted versions of <i>If Stones Could Speak</i> "Archaeology 101"
Assessment	<p>Students write a summary of "Archaeology 101" by identifying the central idea, supporting details, and using transition words.</p> <p>Culminating task connections:</p>	<p>Students write a summary of "Archaeology 101" by identifying the central idea, supporting details, and using transition words.</p> <p>Culminating task connections: Students identify the central idea and supporting details in "Archaeology 101".</p>

	<p>Students identify the central idea and supporting details in “Archaeology 101”. This prepares students to identify how Marc Aronson uses details to support his ideas in <i>If Stones Could Speak</i>.</p> <p>Students also demonstrate their ability to write a clear paragraph that includes supporting details and transition words. This prepares students to write a multiparagraph essay in response to a text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the supporting details in “Archaeology 101”? ● How well does the student identify the main idea in “Archaeology 101”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details? ● How well does the student provide a summary of the text distinct from personal opinions or judgments? ● How well does the student use appropriate transitions to clarify the relationships among ideas? 	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the supporting details in “Archaeology 101”? ● How well does the student identify the main idea in “Archaeology 101”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine a central idea of a text and how it is conveyed through particular details?
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners	<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>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency

		words) <ul style="list-style-type: none"> ● Writing rubric/criteria for development and evaluation of a response
--	--	--

Lesson Overview			
Lesson Number	Lesson 4: Material Culture		Modified Lesson Overview
Description	In this lesson, students read and identify the main idea and important details of sections from “Archaeology 101”.		In this lesson, students read and identify the main idea and important details of sections from “Archaeology 101”. <ul style="list-style-type: none"> ● Use textual evidence to support inferences. (LC.RI.6.1) ● Identify key individuals, events, or ideas in a text. (LC.RI.6.3a)
Let’s Express Our Understanding	Respond to the following question in your field journal under key concepts and vocab tab: <ul style="list-style-type: none"> ● Choose one section that you read today and explain how the central idea is conveyed through specific details from the text. 		Respond to the following question in your field journal under key concepts and vocab tab: <ul style="list-style-type: none"> ● Choose one section that you read today and identify the central idea.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the types of artifacts that an archaeologist might find and why artifacts are important to archeologists? ● Can students identify the central idea and supporting details in the text? 		<ul style="list-style-type: none"> ● Can students explain the types of artifacts that an archaeologist might find. ● Can students identify the central idea and supporting details in the text?
Text(s)	“Archaeology 101”		“Archaeology 101”
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Class vocabulary display ● Summarizing handout ● Conversation stems ● Summarizing ● Reading log (aka field 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Partner reading ● Shared reading ● Shared writing ● ELA Guidebook 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of “Archaeology 101” ● Adapting Lesson Plans ● Diverse Learners Guide

	<p>journal)</p> <ul style="list-style-type: none"> ● Accountable talk ● Teacher talk moves 	<p>Grammar Guide</p> <ul style="list-style-type: none"> ● WriteAlong lessons 	<ul style="list-style-type: none"> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connector ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 5: Types and Processes of Archaeology		Modified Lesson Overview
Description	In this lesson, students read and identify the main idea and important details of additional sections from “Archaeology 101”.		In this lesson, students read and identify the main idea and important details of additional sections from “Archaeology 101”. <ul style="list-style-type: none"> ● Use textual evidence to support inferences. (LC.RI.6.1) ● Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result. (LC.RI.6.5))
Let’s Express Our Understanding	Using your summary handout, share your findings from your assigned sections of “Archaeology 101” with your group and use text evidence to support your findings: <ul style="list-style-type: none"> ● What is the central idea of your section? ● What details support your findings? 		Using your summary handout, share your findings from your assigned sections of “Archaeology 101” with your group and use text evidence to support your findings: <ul style="list-style-type: none"> ● What is the central idea of your section? ● What details support your findings?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how archaeologists contribute to our knowledge of the past? ● Can students identify the main idea and supporting details in the text and verbally share their answers with their peers? 		<ul style="list-style-type: none"> ● Can students identify the main idea and supporting details in the text and share their answers with their peers? ● Can students match ways archaeologists use their findings and how they contribute to our knowledge of the past?
Text(s)	“Archaeology 101”		“Archaeology 101”
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Class vocabulary chart ● Summarizing handout ● Reading log (aka field journal) ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Partner reading ● Choral Reading/Echo Reading ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook ● Grammar Guide 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Archaeology 101”</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connector

		<ul style="list-style-type: none"> • WriteAlong lessons 	<ul style="list-style-type: none"> • Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 6: Archaeology in Action	Modified Lesson Overview
---------------	---------------------------------	---------------------------------

Description	<p>In this lesson, students summarize “Archaeology 101”. Students also view additional videos on archaeology and integrate information from the videos and “Archaeology 101” to develop a deeper understanding of archaeology.</p>		<p>In this lesson, students summarize “Archaeology 101”. Students also view additional videos on archaeology to develop a deeper understanding of archaeology.</p> <ul style="list-style-type: none"> ● Identify what is learned from different media or formats compared to what is learned via written words or spoken words. (LC.RI.6.7a) ● Summarize information gained from a variety of sources including media or texts. (LC.RI.6.7b)
Let’s Express Our Understanding	<p>In your field journal, explain how the information from one of the videos contributes to your understanding of archaeology.</p> <ul style="list-style-type: none"> ● Be sure to explain the new information that you learned today. ● Explain how the details from the video supports what you read in “Archaeology 101”. 		<p>In your field journal, explain how the information from one of the videos contributes to your understanding of archaeology.</p> <ul style="list-style-type: none"> ● Be sure to explain the new information that you learned today. ● Identify and explain how the details from the video supports what you read in “Archaeology 101”.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain an archaeologist’s job? ● Can students make connections between the article and the video? 		<ul style="list-style-type: none"> ● Can students explain an archaeologist’s job? ● Can students make connections between the article and the video?
Text(s)	<p>“Archaeology 101” “What is Archaeology?” video “The Excavation Process: How We Excavate” video</p>		<p>“Archaeology 101” “What is Archaeology?” video “The Excavation Process: How We Excavate” video</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Summarizing ● Reading log (aka field journal) ● Accountable talk ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text:<i>Audio and visual recording of “Archaeology 101”</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters

			<ul style="list-style-type: none">○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
--	--	--	--

Section Overview

Section Number	Section 3	Modified Section Overview
Description	If Stones Could Speak	
Assessment	<p>Students write an argumentative response to support the claim that archaeology is a way to learn about the past by using reasons and evidence to support their claims.</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of archaeologists and the importance of archaeology. This prepares students to analyze how the author, Marc Aronson, explains and supports his idea throughout the texts.</p> <p>Students also demonstrate their ability to write an argumentative response using reasons and evidence to support a claim. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the information presented by the authors to explain the importance of archeology? ● How well does the student analyze the details in the texts that the authors use to support their claims? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student compare and contrast one author’s presentation with that of another? ● How well does the student support claims with clear reasons and relevant evidence, demonstrating an understanding of the text. 	<p>Students write a summary about how archaeology is a way to learn about the past.</p> <p>Culminating task connections: Students demonstrate their understanding of the importance of archaeology. This prepares students to analyze how the author, Marc Aronson, explains and supports his idea throughout the texts.</p> <p>Students also demonstrate their ability to write a summary using evidence from the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student summarize the information presented by the authors to explain the importance of archeology? ● How well does the student summarize the details from the texts? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student compare and contrast one author’s presentation with that of another?
Section Length	5 lessons	4 lessons

Additional Supports for Diverse Learners	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.	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
--	---	--

Lesson Overview		
Lesson Number	Lesson 7: Day 1 - “Episode 1: My First Adventure”	Modified Lesson Overview
Description	In this lesson, students watch a clip from “Episode 1: My First Adventure” and examine the information in the video to expand your understanding of archaeology.	In this lesson, students watch a clip from “Episode 1: My First Adventure”. <ul style="list-style-type: none"> ● Identify what is learned from different media or formats compared to what is learned via written words or spoken words. (LC.RI.6.7a) ● Determine an author's point of view or purpose in a text and explain how it is conveyed. (LC.RI.6.6)
Let’s Express Our Understanding	Respond to the following question in your field journal, under the <i>Key Concepts and Vocab</i> tab: <ul style="list-style-type: none"> ● What realistic information did I gain from viewing this clip that helps me to better understand archaeology? 	Respond to the following question in your field journal, under the <i>Key Concepts and Vocab</i> tab: <ul style="list-style-type: none"> ● What realistic information did I gain from viewing this clip that helps me to better understand archaeology?

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify new information gained from the film which helps them better understand archeology? ● Can students identify the difference between realistic and unrealistic information and why writers might include unrealistic information in a story? 		<ul style="list-style-type: none"> ● Can students identify new information gained from the film which helps them better understand archeology? ● Can students identify the difference between realistic and unrealistic information?
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● T-Chart ● “Episode 1: My First Adventure” video ● Reading log (aka field journal) ● Accountable talk ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports

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

Lesson Overview		
Lesson Number	Lesson 8: Day 1 - “Episode 1: My First Adventure”	Modified Lesson Overview
Description	In this lesson, students finish watching “Episode 1: My First Adventure” and reread “Travel”. Students reflect on how their understanding of the poem has changed.	In this lesson, students finish watching “Episode 1: My First Adventure” and reread “Travel”. <ul style="list-style-type: none"> ● Identify what is learned from different media or formats compared to what is learned via written words or spoken words. (LC.RI.6.7a)
Let’s Express Our Understanding	Respond to the following question in your field journal, under the <i>Reflections and Discoveries</i> tab: <ul style="list-style-type: none"> ● How has your understanding of the poem changed now that you have watched “Episode 1: My First Adventure?” 	Respond to the following question in your field journal, under the <i>Reflections and Discoveries</i> tab: <ul style="list-style-type: none"> ● Identify how the poem changed now that you have watched “Episode 1: My First Adventure?”
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the video supports their understanding of the poem? ● Can students use accountable talk to compare and contrast the video and the poem and use details to support their answer? 	<ul style="list-style-type: none"> ● Can students explain how the video supports their understanding of the poem? ● Can students use a graphic organizer to compare and contrast the video and the poem and use details to support their answer?
Text(s)	“Travel” by Robert Louis Stevenson	“Travel” by Robert Louis Stevenson

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● “Episode 1: My First Adventure” video ● Student T-chart ● Reading log (aka field journal) ● Accountable talk ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Travel”</i> by Robert Louis Stevenson ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
------------------	--	---	---

			provide access to content and facilitate responding

Lesson Overview

Lesson Number	Lesson 9: Identifying a Claim and Analyzing Evidence		Modified Lesson Overview
Description	In this lesson, students identify a claim and analyze evidence from “Episode 1: My First Adventure.”		Task is Optional.
Let’s Express Our Understanding	<p>Write an argumentative response to support the claim that archaeology is a way to learn about the past.</p> <ul style="list-style-type: none"> ● Introduce your claim. ● Support your claim with reasons and evidence from the video. ● Use linking words to organize and clarify your reasons and evidence. ● Provide a concluding statement. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the importance of archeology? ● Can students support a claim with reasons and evidence from the text? 		
Text(s)	“Travel” by Robert Louis Stevenson		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log (aka field journal) ● Evidence chart handout ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● CER paragraph frame ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook 	

		Grammar Guide	
		<ul style="list-style-type: none"> WriteAlong lessons 	

Lesson Overview

Lesson Number	Lesson 10: How has archaeology changed?	Modified Lesson Overview
Description	In this lesson, students read “Archaeology: Then and Now” from <i>Intrigue of the Past, Part1: Fundamental Concepts Introduction</i> and compare and contrast differences in the current practices of archaeology with the practices of the past.	In this lesson, students read “Archaeology: Then and Now” from <i>Intrigue of the Past, Part1: Fundamental Concepts Introduction</i> and compare and contrast differences in the current practices of archaeology with the practices of the past. <ul style="list-style-type: none"> Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect). (LC.W.6.2b) Use textual evidence to support inferences. (LC.RI.6.1) Identify key individuals, events, or ideas in a text. (LC.RI.6.3a)
Let’s Express Our Understanding	In the <i>Reflections/Discoveries</i> section of your field journal: <ul style="list-style-type: none"> Explain how archaeology changed over the years. Be sure to include examples and details from the text. 	In the <i>Reflections/Discoveries</i> section of your field journal: <ul style="list-style-type: none"> Give 3 examples from the text of how archaeology has changed over the years.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how archaeology has changed from the past? Can students use strategies to compare and contrast archaeology from the past and archaeology from the present by identifying details in the text? 	<ul style="list-style-type: none"> Can students explain how archaeology has changed from the past? Can students use strategies to compare and contrast archaeology from the past and archaeology from the present by identifying details in the text?
Text(s)	“Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> .	“Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> .

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Reading log (aka field journal) ● Class T-chart ● Paired/partner reading ● Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Choral reading guide ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of "Archaeology: Then and Now" from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i>.</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping
------------------	---	---	--

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

Lesson Overview			
Lesson Number	Lesson 11: Comparing and contrasting two texts		Modified Lesson Overview
Description	In this lesson, students reread “Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> and “Archaeology 101” and compare and contrast the two texts.		In this lesson, students reread “Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> and “Archaeology 101” and compare and contrast the two texts. <ul style="list-style-type: none"> ● Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect). (LC.W.6.2b)
Let’s Express Our Understanding	In your Reflections/Discoveries section of your field journal: <ul style="list-style-type: none"> ● Summarize the information from your H-chart to compare and contrast the information presented in the two texts. 		In your Reflections/Discoveries section of your field journal: <ul style="list-style-type: none"> ● Summarize the information from your H-chart to compare and contrast the information presented in the two texts.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what motivates an archaeologist? ● Can students use evidence from the text to explain how the texts are different or similar? 		<ul style="list-style-type: none"> ● Can students use evidence from the text to explain how the texts are different or similar? ● Can students explain what motivates an archaeologist?
Text(s)	“Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> “Archaeology 101”		“Archaeology: Then and Now” from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i> “Archaeology 101”
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log (aka field journal) 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing 	Additional Materials/Supports for SWSCDs:

	<ul style="list-style-type: none"> ● H-chart handout ● Accountable talk ● Partner reading ● Choral reading ● Conversation stems ● Teacher talk moves 	<ul style="list-style-type: none"> ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recordings of "Archaeology: Then and Now"</i> from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction and "Archaeology 101"</i> ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
--	--	---	--

			provide access to content and facilitate responding

Section Overview

Section Number	Section 4	Modified Section Overview
----------------	-----------	----------------------------------

Description	If Stones Could Speak	
-------------	-----------------------	--

Assessment	<p>Students analyze a quote from the text, “Instead of guessing how the stones were moved, archeologists continue to ask the more interesting question of why?”, and verbally respond to the question: “Why do archaeologists studying Stonehenge continue to ask this question? Students write a summary of chapter 2 from <i>If Stones Could Speak</i> by integrating information presented in different formats.</p> <p>Culminating task connections: Students integrate information presented in different formats to gain a deeper understanding of the text.. This prepares students to identify how Marc Aronson uses supports his central idea by helping them gain a thorough understanding of the archeological process of Stonehenge.</p> <p>Students also demonstrate their ability to summarize a text. This prepares the students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the significance of Stonehenge? ● How well does the student explain how Stonehenge was 	<p>Students verbally respond to the question: “Why do archaeologists studying Stonehenge continue to ask the questions about why the stones were moved? Students write a summary of chapter 2 from <i>If Stones Could Speak</i>.</p> <p>Culminating task connections: Students integrate information presented in different formats to gain a deeper understanding of the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the significance of Stonehenge? ● How well does the student explain how Stonehenge was built? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student provide a summary of the text distinct from personal opinions or judgments?
------------	--	---

	<p>built?</p> <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate information presented in different formats as well as in words to develop a coherent understanding of a topic or issue? ● How well does the student provide a summary of the text distinct from personal opinions or judgments? 	
Section Length	2 lessons	1 lesson
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “heritage,” “fantasies,” “theories,” “lintels,” “sarsen.” ● Use related supports from the Supports Flow Chart. <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● Have students watch the Let’s Set the Context! video “The Neolithic Era” 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “heritage” ○ “fantasies” ○ “sarsen” ● Access the Language Links for Lessons 13 in the appendix. ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “This is a book about questioning <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

and complete the associated handout.

what others believe to be true, not accepting ideas just because famous people say they are right.”

Support for Structure

- With Lesson 12, the caption for the image on page 6 is found in the right margin of page 7. Students should examine that picture more closely and read the caption before moving on to the next page. Also, the end of paragraph 1 directs readers to a map on pages 10 and 11. Students should understand that they should and briefly examine the map to get an understanding of the area that is about to be deeply discussed.

Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).

Support for Expressing Understanding in Writing

- Use related supports

		<p>from the Supports Flow Chart.</p> <p>Support for Developing Language Proficiency</p> <ul style="list-style-type: none"> Use related supports from the Supports Flow Chart. 	
	<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 12: Determining the central idea	Modified Lesson Overview	
Description	In this lesson, students read Chapter 1 of <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson and determine the main idea.	In this lesson, students read Chapter 1 of <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson and determine the main idea. <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text. (LC.RI.6.3a) 	
Let's Express Our Understanding	Complete the summarizing chapters handout for chapter 1.	Complete the summarizing chapters handout for chapter 1.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the importance of Stonehenge? Can students determine the central idea and supporting details in chapter 1 of <i>If Stones Could Speak</i>? 	<ul style="list-style-type: none"> Can students explain the importance of Stonehenge? Can students determine the central idea and supporting details in chapter 1 of <i>If Stones Could Speak</i>? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Reading log (aka field journal) 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Student friendly 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recordings of "Archaeology: Then and Now"</i> from

	<ul style="list-style-type: none"> ● Summarizing chapters handout ● Conversation stems ● Teacher talk moves 	<p>definitions</p> <ul style="list-style-type: none"> ● Choral Reading/Echo Reading ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Intrigue of the Past, Part 1: Fundamental Concepts Introduction and “Archaeology 101”</p> <ul style="list-style-type: none"> ● Adapting Lesson Plans ● Diverse Learners Guide Section 4 of Grade 6 If Stones Could Speak ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
--	--	---	---

--	--

Lesson Overview			
Lesson Number	Lesson 13: Integrating information		Modified Lesson Overview
Description	In this lesson, students read chapter 2 of <i>If Stones Could Speak</i> by Marc Aronson and integrate information from images in the text to understand the archeological process of Stonehenge.		Task is Optional.
Let's Express Our Understanding	With a partner, complete the summarizing chapters handout for chapter 2.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Stonehenge was designed? ● Can students integrate information presented in different formats to understand the archaeological processes of Stonehenge? 		
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Reading log (aka field journal) ● Summarizing chapters handout ● Paired/partner reading guide ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Section Overview

Section Number	Section 5	Modified Section Overview
Description	If Stones Could Speak	
Assessment	<p>Students write a response to the prompt: “Explain what led Mike Parker Pearson to develop a new theory about Stonehenge? Use facts, details, and quotations from the text to develop your answer.”</p> <p>Culminating task connections: Students demonstrate their understanding of how individuals may view events or knowledge about the past differently and how perceptions may change. This prepares students to analyze Mark Parker Pearson’s quote in the culminating task.</p> <p>Students also demonstrate their ability to develop a response using facts, details, and quotations from the text. This prepares students to write a multi-paragraph response to a prompt.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze different theories about Stonehenge? ● How well does the student analyze Mike Parker Pearson’s changing views? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text? ● How well does the student support claims with clear reasons and relevant evidence from the text? 	<p>Students write a response to the prompt: “Explain what led Mike Parker Pearson to develop a new theory about Stonehenge? Use facts, details, and quotations from the text to develop your answer.”</p> <p>Culminating task connections: Students demonstrate their understanding of how individuals may view events or knowledge about the past differently and how perceptions may change. This prepares students to analyze Mark Parker Pearson’s quote in the culminating task.</p> <p>Students also demonstrate their ability to develop a response using facts, details, and quotations from the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze different theories about Stonehenge? ● How well does the student analyze Mike Parker Pearson’s changing views? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text? ● How well does the student support claims with clear reasons and relevant evidence from the text?
Section Length	3 lessons	2 lessons

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and phrases for this text: “settlement,” “ancestors,” “usher,” “ritual,” “contradiction.” ● Engage students with the fluency task in the appendix. ● Use related supports from the Supports Flow Chart. <p>Support for Knowledge Demands</p> <p>Have students watch the Let’s Set the Context! video “Ramilisonina and the Stones of Madagascar” and complete the associated handout.</p>	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “settlement” ○ “ritual” ○ “linked” ● Access the Language Links for Lesson 15 in the appendix. ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “Ramilisonina (he has one name) is a retired archaeologist who was born in Madagascar and has devoted his life to studying its myths, its history, and the story of its peoples.” ○ “He wanted to be the kind of scientist 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
---	--	--	---

who could dig up relics like that and make sense of them.”

Support for Engaging in Academic Discussions

- Use related supports from the [Supports Flow Chart](#).

Support for Expressing Understanding in Writing

- Use related supports from the [Supports Flow Chart](#).

Support for Developing Language Proficiency

- Use related supports from the [Supports Flow Chart](#).

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

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 14: Who is Ramilisonina?	Modified Lesson Overview
Description	In this lesson, students read chapters 3 and 4 of If Stones Could	Task is Optional.

	Speak by Marc Aronson. Students also analyze Ramilisonina and his significance to the text.	
Let's Express Our Understanding	In your field journal, add information to the following "kernel" sentence: <ul style="list-style-type: none"> ● He asked Ramilisonina to come. <ul style="list-style-type: none"> ○ Use evidence from the text to expand this sentence. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Ramilisonina and the important role that he plays? ● Can students identify the central idea of chapter 4? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Summarizing handout ● Reading log (aka field journal) ● Accountable talk ● Paired/partner reading ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Student friendly definitions ● Choral reading ● Echo reading ● Shared writing

Lesson Overview		
Lesson Number	Lesson 15: Tracing Theories of Stonehenge	Modified Lesson Overview
Description	In this lesson, students summarize chapter 5. Students also trace various theories of Stonehenge, and identify evidence to support the various theories.	In this lesson, students summarize chapter 5 and as needed, an adapted version. <ul style="list-style-type: none"> ● Summarize information gained from a variety of sources including media or texts. (LC.RI.6.7b)

Let's Express Our Understanding	Identify and analyze the theories noted in Chapter 5. <ul style="list-style-type: none"> Record the different theories of Stonehenge on the tracking theories handouts. 		Identify and analyze the theories noted in Chapter 5. <ul style="list-style-type: none"> Record the different theories of Stonehenge on the tracking theories handouts.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the different theories about Stonehenge? Can students write a summary of chapter 5 by identifying the central idea? 		<ul style="list-style-type: none"> Can students write a summary of chapter 5 by identifying the central idea? Can students provide details that support the central idea? Can students explain the different theories about Stonehenge?
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson
Materials	Lesson Materials: <ul style="list-style-type: none"> Summarizing handout Tracking theories handout Reading log (aka field journal) Accountable talk Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Student friendly definitions Partner reading Choral reading Shared writing Student examples Mentor texts ELA Guidebook Grammar Guide WriteAlong lessons 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson Adapting Lesson Plans Diverse Learners Guide, Section 5 of Grade 6 <i>If Stones Could Speak</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions LEAP Connectors Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> Highlighters Read aloud texts Sorting cards Interactive white board Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)

			<ul style="list-style-type: none"> ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 16: Text-dependent Questions	Modified Lesson Overview
Description	In this lesson, students reread chapters 3 - 5 of <i>If Stones Could Speak</i> by Marc Aronson and participate in a discussion about the text.	<p>In this lesson, students reread chapters 3 - 5 of <i>If Stones Could Speak</i> by Marc Aronson and as needed, an adapted version</p> <ul style="list-style-type: none"> ● Summarize information gained from a variety of sources including media or texts. (LC.RI.6.7b) ● Identify key individuals, events, or ideas in a text. (LC.RI.6.3a)

		<ul style="list-style-type: none"> ● Determine how key individuals, events, or ideas are introduced in a text. (LC.RI.6.3b) 	
Let's Express Our Understanding	<p>Respond to the following prompt in your field journal, under the key concepts and vocab tab:</p> <ul style="list-style-type: none"> ● Explain what led Mike Parker Pearson to develop a new theory about Stonehenge. <ul style="list-style-type: none"> ○ Use facts, details, and quotations from the text to explain your answer. 	<p>Respond to the following prompt in your field journal, under the key concepts and vocab tab:</p> <ul style="list-style-type: none"> ● Explain what led Mike Parker Pearson to develop a new theory about Stonehenge. <ul style="list-style-type: none"> ○ Use facts, details, and quotations from the text to explain your answer. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Mike Pearson's new theory and why he developed it? ● Can students analyze quotes from the text to answer text dependent questions? 	<ul style="list-style-type: none"> ● Can students explain Mike Pearson's new theory and why he developed it? ● Can students use quotes from the text to answer text dependent questions? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Text-dependent questions handout ● Reading log (aka field journal) ● Accountable talk ● Paired/partner reading ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson ● Adapting Lesson Plans ● Diverse Learners Guide Section 5 of Grade 6 If Stones Could Speak ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts

			<ul style="list-style-type: none"> ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview		
Section Number	6: If Stones Could Speak	Modified Section Overview
Description	Students respond to text-dependent questions and cite evidence to support their analysis with a partner.	Students respond to text-dependent questions and cite evidence to support their analysis with a partner.

	<p>Culminating task connections: Students demonstrate their understanding of relevant evidence in a text. This prepares students to analyze and identify the evidence that the author uses to support his claim.</p> <p>Students also demonstrate their ability to develop a response by citing evidence from the text. This prepares students to write a multi-paragraph response.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the meaning of unknown words? ● How well does the student answer text dependent questions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student trace and evaluate the argument and specific claims in a text? ● How well does the student draw relevant evidence from grade-appropriate informational texts to support analysis, reflection, and research? 	<p>Culminating task connections: Students demonstrate their understanding of relevant evidence in a text. This prepares students to analyze and identify the evidence that the author uses to support his claim.</p> <p>Students also demonstrate their ability to develop a response by citing evidence from the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the meaning of unknown words? ● How well does the student answer text dependent questions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student trace and evaluate the argument and specific claims in a text? ● How well does the student draw relevant evidence from grade-appropriate informational texts to support analysis, reflection, and research?
Section Length	1 lesson	1 lesson
Additional Support for Diverse Learners	<p>Before the Section:</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Direct students to practice reading aloud words and phrases with a partner. Words and 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following sentence/sentences. Use the protocol for teaching with mentor sentences and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “No one stepped forward either to prove Mike wrong or to
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support

phrases for this text: “contradiction,” “artifacts,” “trilithon,” “precise,” “seculative.”

- Engage students with the fluency task in the [appendix](#).
- Use related supports from the [Supports Flow Chart](#).

Support for Knowledge Demands

- Have students watch a [“How Does Radiocarbon Dating Work?”](#) to support understanding carbon dating and how it was used on the antler picks found around Durrington Walls . Explain what happens to carbon 14 atoms and how half life is used to determine the age of fossils.

resolve the seeming **contradiction** in the Stonehenge timeline.”
○ “In the 1950s, archaeologist Richard Atkinson had essentially sole control over the **investigation** of Stonehenge.”

Support for Meaning

- With Lesson 17, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
 - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
 - **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help

- Word lists (e.g., poem-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).

○ **Scenario Three:** **Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to the correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
1. How old is Stonehenge? If the book was published in 2010, what year was Stonehenge first built?	Stonehenge was built 4,500 years ago. This was before the date the book was published. Stonehenge was constructed around 2500 B.C.

		<p>1. Where are the larger Trilithon stones found in the structure of Stonehenge? Which one was Atkinson working on when he developed his theory about the ramp and found the antler picks?</p>	<p>The larger trilithon stones are found in the center of the outer circle of smaller trilithons. Atkinson was working on the great trilithon when he made his discovery and found the tools used by some of the ancient builders.</p>	<ul style="list-style-type: none"> ● See diagram above ● “Atkinson had dug near the great trilithon -- the two largest stones with a third stone across the top that frame the sun on the longest and shortest days of the year.” (32) 	
		<p>Support for Engaging in Academic Discussions</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Expressing Understanding in Writing</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Developing Language Proficiency</p>			

		<ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. 	
	<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 17: Citing textual evidence and determining the meaning of unknown words		Modified Lesson Overview
Description	In this lesson, students will read Chapter 6 from <i>If Stones Could Speak</i> by Marc Aronson and add evidence to their tracing theories handout.		In this lesson, students will read Chapter 6 from <i>If Stones Could Speak</i> by Marc Aronson <ul style="list-style-type: none"> ● LC.RI.6.8b Evaluate the claim or argument; determine if it is supported by evidence.
Let's Express Our Understanding	With a partner: <ul style="list-style-type: none"> ● Respond to the text-dependent questions. <ul style="list-style-type: none"> ○ Cite evidence to support your analysis of the text. 		With a partner: <ul style="list-style-type: none"> ● Respond to the text-dependent questions. <ul style="list-style-type: none"> ○ Cite evidence to support your analysis of the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Richard Atkinson's theory? ● Can students cite evidence from the text to support an analysis? 		<ul style="list-style-type: none"> ● Can students cite evidence from the text to support an analysis? ● Can students explain Richard Atkinson's theory?
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Text-dependent questions handout ● Tracking theories 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Student friendly definitions 	Additional Materials/Supports for SWSCDs:

	<p>handout</p> <ul style="list-style-type: none"> ● Conversation stems 	<ul style="list-style-type: none"> ● Partner reading ● Choral reading ● Evidence sentence starters 	<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson ● Adapting Lesson Plans ● Diverse Learners Guide Section 6 of Grade 6 If Stones Could Speak ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
--	---	---	---

			provide access to content and facilitate responding

Section Overview

Section Number	Section 7	Modified Section Overview
Description	If Stones Could Speak	
Assessment	<p>Students participate in a discussion and explain the various theories mentioned in the text.</p> <p>Culminating task connections: Students demonstrate their understanding of the various theories in the <i>If Stones Could Speak</i>. This prepares students to analyze the various views of different archaeologists.</p> <p>Students also demonstrate their ability to cite evidence to support their claims during a discussion. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the different theories in the text? ● How well does the student explain how Atkinson’s theory was disproved? <p>Writing/ELA Skill Look Fors:</p>	<p>Students participate in a discussion and explain the various theories mentioned in the text.</p> <p>Culminating task connections: Students demonstrate their understanding of the various theories in the <i>If Stones Could Speak</i>. This prepares students to analyze the various views of different archaeologists.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the different theories in the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	<ul style="list-style-type: none"> ● How well does the student cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text? ● How well does the student pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	
Section Length	4 lessons	2 lessons
Additional Supports for Diverse Learners	<p>Before the section</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Engage students with the fluency task below. ● Use related supports from the Supports Flow Chart. 	<p>During the section</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the appendix. <ul style="list-style-type: none"> ○ “decay” ○ “pay dirt” ○ “summer solstice” <p>Support for Meaning</p> <ul style="list-style-type: none"> ● With Lesson 21, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer. <ul style="list-style-type: none"> ○ Scenario One: Students select a correct portion of the text. Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i> ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., poem-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

question.

○ **Scenario Two: Students select a correct portion of the text, but they can't answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).

○ **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to the correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer
----------	--------

		<p>1. "Inductive reasoning is defined as taking 'specific observations and makes generalizations from them' in 'Archaeology: Then and Now.' How did Mike use inductive reasoning?"</p>	<p>The discovery of Bluestonehenge made along the bank of the River Avon might have been the original home of the bluestones that eventually found their way into the inner circle at Stonehenge. This is an example of inductive reasoning because Mike and his team made observations at Bluestonehenge and made generalizations about its possible connection to Stonehenge.</p>	<ul style="list-style-type: none">• Page 45, Paragraph 2	
--	--	--	---	--	--

2. "Deductive reasoning is defined as starting 'with a generalization and then deduce specific implications' in 'Archeology: Then and Now.' How did Mike use deductive reasoning?"

Mike and his team used deductive reasoning in disproving the widely accepted generalizations that were determined by Atkinson's research in the 1950s. In looking at the files from the Atkinson's dig, Mike discovered that Atkinson had made a mistake and that the ramp he found could not have been used in the way Atkinson had so confidently suggested. With this came the understanding that the sarsens erected at Stonehenge were put up at the same time as the construction of the Southern Circle.

- Page 46-47, Paragraph 4-5

Support for Engaging in Academic Discussions

		<ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Expressing Understanding in Writing</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Developing Language Proficiency</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. 	
	<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 18: Practice cold-read task, part 1	Modified Lesson Overview
Description	In this lesson, students access their ability to read, understand, and express their understanding of a complex grade-level text.	Task is Optional.
Let's Express Our Understanding	Students will have approximately 40 minutes to read "Pioneer of Modern Archaeology" and answer questions 1 - 5.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the author's purpose? ● Can students cite evidence from the text to support a claim? 	

Text(s)	“Pioneer of Modern Archaeology”		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Cold-read task items 	<ul style="list-style-type: none"> ● Scratch paper 	

Lesson Overview			
Lesson Number	Lesson 19: Practice cold-read task, part 2		Modified Lesson Overview
Description	In this lesson, students continue to assess their ability to read, understand, and express their understanding of a new text.		Task is Optional.
Let’s Express Our Understanding	Students will have approximately 40 minutes to read “Pioneer of Modern Archaeology” and answer questions.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the quote “It’s not what you find; it’s what you find out”? ● Can students cite evidence from the text to support a claim? 		
Text(s)	“Pioneer of Modern Archaeology”		
Materials	Lesson Materials:	Possible Supports During the Lesson:	
	<ul style="list-style-type: none"> ● Cold-read task item set 	<ul style="list-style-type: none"> ● Scratch paper 	

Lesson Overview

Lesson Number	Lesson 20: Comparing and Contrasting Images		Modified Lesson Overview
Description	In this lesson, students read chapter 7 of <i>If Stones Could Speak</i> by Marc Aronson and compare and contrast two images. Students integrate information presented in images and in words in order to track new theories about Stonehenge.		In this lesson, students read chapter 7 of <i>If Stones Could Speak</i> by Marc Aronson <ul style="list-style-type: none"> Summarize information gained from a variety of sources including media or texts. (LC.RI.6.7b) Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect). (LC.W.6.2b)
Let's Express Our Understanding	Fill in summarizing chapters handout for chapter 7.		Fill in summarizing chapters handout for chapter 7.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the meaning of the quote "I realized that their training allows them to read soil the way the rest of us read books"? Can students use information gained from images to better their understanding of the text? 		<ul style="list-style-type: none"> Can students use information gained from images to better their understanding of the text? Can students explain the meaning of the quote "I realized that their training allows them to read soil the way the rest of us read books"?
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson
Materials	Lesson Materials: <ul style="list-style-type: none"> T-chart Reading log (aka field journal) Tracking theories handout Summarizing chapters handout Accountable talk Paired/partner reading Conversation stems Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Student friendly definitions Partner reading Choral reading Shared writing Student examples Mentor texts ELA Guidebook Grammar Guide WriteAlong lessons 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson Adapting Lesson Plans Diverse Learners Guide Section 7 of Grade 6 <i>If Stones Could Speak</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions LEAP Connectors Essential Element Cards - Grades 6 - 8 informational text

			<ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	Lesson 21: Using evidence to draw conclusions	Modified Lesson Overview
Description	In this lesson, students will reread chapter 7 and read chapter 8 of <i>If Stones could Speak</i> by Marc Aronson. Students will cite evidence	In this lesson, students will reread chapter 7 and read chapter 8 of <i>If Stones could Speak</i> by Marc Aronson.

	to explain what the text says and makes inferences and participate in a discussion about the text.	<ul style="list-style-type: none"> Support the claim with clear reasons and relevant evidence from credible sources. (LC.W.6.1c) Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details. (LC.SL.6.4) 	
Let's Express Our Understanding	<p>Did your group:</p> <ul style="list-style-type: none"> Demonstrate understanding of multiple perspectives through reflection and paraphrasing? Present their claims and findings clearly? Use appropriate and specific descriptions, facts, and details to prove their ideas? 	<p>Did your group:</p> <ul style="list-style-type: none"> Demonstrate understanding of multiple perspectives through reflection and paraphrasing? Present their claims and findings clearly? Use appropriate and specific descriptions, facts, and details to prove their ideas? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the theories presented in chapter 7 and 8? Can students cite evidence to support a claim during a discussion? 	<ul style="list-style-type: none"> Can students explain the theories presented in chapter 7 and 8? Can students cite evidence to support a claim during a discussion? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Text-dependent questions handout Student discussion tracker Tracking theories handout Accountable talk Paired/partner reading Conversation stems 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Student friendly definitions Partner reading Choral reading Shared writing Student examples Mentor texts ELA Guidebook Grammar Guide WriteAlong lessons 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson Adapting Lesson Plans Diverse Learners Guide Section 7 of Grade 6 If Stones Could Speak Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions LEAP Connectors Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> Highlighters

			<ul style="list-style-type: none">○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Section Overview

Section Number	Section 8		Modified Section Overview
Description	If Stones Could Speak		
Assessment	<p>Students write a response to the question: “What is the central message that <i>If Stones Could Speak</i> conveys?”</p> <p>Culminating task connections: Students demonstrate their understanding of the central message of the text. This prepares students to analyze Marc Aronson’s quote.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the different theories about why Stonehenge was abandoned? ● How well does the student explain how the central idea is supported by details throughout the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● How well does the student Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments? 		<p>Students write a response to the question: “What is the central message that <i>If Stones Could Speak</i> conveys?”</p> <p>Culminating task connections: Students demonstrate their understanding of the central message of the text. This prepares students to analyze Marc Aronson’s quote.</p> <p>Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain how the central idea is supported by details throughout the text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments?
Section Length	3 lessons		3 lessons
Additional Supports for Diverse Learners	<p>BEFORE THE SECTION</p> <p>Support for Foundational Skills</p> <ul style="list-style-type: none"> ● Use related supports 	<p>DURING THE SECTION</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Teach the following 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>If Stones Could Speak</i>

from the [Supports Flow Chart](#).

Support for Reading Fluency

- Direct students to [practice reading aloud words and phrases](#) with a partner. Words and phrases for this text: “memorial,” “excavations,” “collective.”
- Engage students with the fluency task below.
- Use related supports from the [Supports Flow Chart](#).

words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example included in the [appendix](#).

- “memorial”
- “excavations”
- “collective”

Support for Meaning

- In addition to Lesson 24, students may need assistance determining which information is most relevant to the central idea. If this is the case, consider pulling the quotes and arranging some of them pairs in order for students to determine which is most relevant and provide rationale as to why some quotes are more supportive of the central idea. A sample is included below use as many as needed to help students understand the relevance of textual evidence in supporting a central idea.

- [LEAP Connectors](#)
- Essential Element Cards - [Grades 6 - 8 informational text](#)
- Student Response Modes – [ELA](#)
- IEP Goals
- Assistive Technology
- [English Language Arts Guidebook Reading Support](#)
- Word lists (e.g., poem-specific words and high frequency words)
- Writing rubric/criteria for development and evaluation of a response

Quote 1	Quote 2	M R
---------	---------	--------

		<p>“Ramilisonina has been to England once, but never to Stonehenge.” (23)</p>	<p>“It is about putting aside what you think you know, what has been passed along, and being willing to trust what you yourself see and to test it rigorously.” (56)</p>	<p>Quote 1</p> <p>Quote 2</p>	<p>While both quotes develop the central idea of the text, the second quote is more relevant because it explicitly states the central idea in asking readers to question their own beliefs and prior knowledge, look from a fresh perspective, and test their new understandings tirelessly. The first quote requires the reader to infer and make connections to the central idea. For example, because Ramilisonina was coming in without any history with Stonehenge, he was able to see it in a way that British archaeologists never would be able to see it.</p>	
		<p>Support for Engaging in Academic Discussions</p> <ul style="list-style-type: none"> ● Use related supports from the 				

		<p>Supports Flow Chart.</p> <p>Support for Expressing Understanding in Writing</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. <p>Support for Developing Language Proficiency</p> <ul style="list-style-type: none"> ● Use related supports from the Supports Flow Chart. 	
	<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 22: Unproven Theories	Modified Lesson Overview
Description	In this lesson, students read chapter 9 from <i>If Stones Could Speak</i> by Marc Aronson. Students identify and discuss theories about why Stonehenge was abandoned.	In this lesson, students read chapter 9 from <i>If Stones Could Speak</i> by Marc Aronson. <ul style="list-style-type: none"> ● LC.SL.6.4 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details. ● Provide a summary of the text distinct from personal opinions or judgments. (LC.RI.6.2)
Let's Express Our Understanding	Skim chapter 9 and complete the summarizing chapters handout for chapter 9.	Skim chapter 9 and complete the summarizing chapters handout for chapter 9.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain theories about why Stonehenge was abandoned? 	<ul style="list-style-type: none"> ● Can students summarize the chapter by identifying the central idea?

	<ul style="list-style-type: none"> ● Can students summarize the chapter by identifying the central idea? 	<ul style="list-style-type: none"> ● Can students explain one theory about why Stonehenge was abandoned? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Summarizing chapters handout ● Reading log (aka field journal) ● Summarizing ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student friendly definitions ● Choral reading ● Echo reading 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson ● Adapting Lesson Plans ● Diverse Learners Guide Section 8 of Grade 6 <i>If Stones Could Speak</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details

			<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

Lesson Overview

Lesson Number	Lesson 23: Author’s Purpose	Modified Lesson Overview
Description	In this lesson, students will read and summarize the epilogue. The will also identify the author’s purpose and how it is conveyed in the text.	In this lesson, students will read and summarize the epilogue and as needed, an adapted version. <ul style="list-style-type: none"> ● Provide a summary of the text distinct from personal opinions or judgments. (LC.RI.6.2)
Let’s Express Our Understanding	Respond to the following prompt in your field journal, under key concepts and vocab tab: <ul style="list-style-type: none"> ● Why did Marc Aronson write this text? ● What is the central message that <i>If Stones Could Speak</i> conveys? 	Respond to the following prompt in your field journal, under key concepts and vocab tab: <ul style="list-style-type: none"> ● What is the central message that <i>If Stones Could Speak</i> conveys? ● Why did Marc Aronson write this text?
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Marc Aronson’s purpose for writing this text? ● Can students identify the central idea of the entire text? 	<ul style="list-style-type: none"> ● Can students identify the central idea of the entire text?
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Summarizing handout ● Reading log (aka field journal) ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Student friendly definition ● Partner reading ● Choral reading 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson ● Adapting Lesson Plans ● Diverse Learners Guide Section 8 of Grade 6 If Stones Could Speak ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● LEAP Connectors ● Essential Element Cards - Grades 6 - 8 informational text <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping
------------------	---	--	---

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

Lesson Overview			
Lesson Number	Lesson 24: Tracking a central idea across a text		Modified Lesson Overview
Description	In this lesson, students reread sections of <i>If Stones Could Speak</i> and track a central idea across the text.		In this lesson, students reread sections of <i>If Stones Could Speak</i> <ul style="list-style-type: none"> ● Summarize information gained from a variety of sources including media or texts. (LC.RI.6.7b)
Let's Express Our Understanding	In the box at the bottom of your summarizing chapters handout, record all of the details you have identified that convey the central idea of <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> .		In the box at the bottom of your summarizing chapters handout, record all of the details you have identified that convey the central idea of <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> .
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central idea in their own words? ● Can students identify details that support the central idea? 		<ul style="list-style-type: none"> ● Can students explain the central idea in their own words? ● Can students identify details that support the central idea?
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Completed summarizing handout ● Reading log (aka field journal) ● Highlighter and pen ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook ● Grammar Guide 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson ● Adapting Lesson Plans

	<ul style="list-style-type: none">● Teacher talk moves	<ul style="list-style-type: none">● WriteAlong lessons	<ul style="list-style-type: none">● Diverse Learners Guide Section 8 of Grade 6 If Stones Could Speak● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions● LEAP Connectors● Essential Element Cards - Grades 6 - 8 informational text<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
--	--	--	---

--	--

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	If Stones Could Speak	Section is optional
Assessment	<p>Students write an explanatory essay in response to the prompt: “What does Marc Aronson mean in the quote and how does he explain and support this idea throughout the text?”</p> <p>Culminating task connections: Students demonstrate their understanding of how the author explains and supports his central idea throughout the text. This prepares students to write, edit, and publish an explanatory essay.</p> <p>Students also demonstrate their ability to write 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 analyze how the author explains and supports his central idea throughout the text. <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student write an explanatory essay to examine a topic and convey ideas, through the selection, 	

	<p>organization, and analysis of relevant content.integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</p> <ul style="list-style-type: none"> • How well does the student use appropriate transitions to clarify the relationships among ideas and concepts? 	
Section Length	6 lessons	0 lessons
Additional Supports for Diverse Learners		
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

Lesson Overview		
Lesson Number	Lesson 25: Analyzing a section of text	Modified Lesson Overview
Description	In this lesson, students review the culminating writing task and brainstorm and prepare for writing. Students also review portions of the text and analyze quotations.	Task is Optional.
Let's Express Our Understanding	<p>Share your thoughts with your small group.</p> <ul style="list-style-type: none"> • Share how you rewrote the quote. • Answer, "What is something new I learned from listening to my peer's response?" 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the meaning of the excerpt from the text? • Can students participate in a discussion by paraphrasing their peers' responses? 	

Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Culminating writing task directions ● Culminating writing task rubric ● Reading log (aka field journal) ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview		
Lesson Number	Lesson 26: Identifying evidence for an explanatory essay	Modified Lesson Overview
Description	In this lesson, students identify reasons the author provides which support the central idea. Students also brainstorm and plan in preparation for the culminating writing task.	Taks is Optional.
Let's Express Our Understanding	Share your prewriting graphic organizer with a partner. <ul style="list-style-type: none"> ● Do you have 2-3 reasons that support your central idea? ● Are there direct quotations from each text? ● Are there specific details that support the claim from each text? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central idea of the text? ● Can students provide reasons and evidence to support a claim when brainstorming for their writing? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Culminating writing task directions ● Culminating writing task rubric ● Completed student summarizing handout ● Prewriting graphic organizer 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview			
Lesson Number	Lesson 27: Writing a first draft of the explanatory essay		Modified Lesson Overview
Description	In this lesson, students review the culminating writing task. Students draft an essay that demonstrates their understanding of how the author introduces and elaborates his central idea and purpose in <i>If Stones Could Speak</i> .		Task is Optional.
Let's Express Our Understanding	Using your prewriting graphic organizer, begin to write the body paragraphs of your draft essay.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how the author introduces and elaborates his central idea and purpose in the text? ● Can students draft an introductory paragraph that explains the quote, provides a central idea statement, and states what the essay will be about? 		
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Summarizing handout 	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"> ● Culminating writing task directions ● Culminating writing task rubric ● Teacher talk moves ● Conversation stems 	<ul style="list-style-type: none"> ● Transitions ● Evidence sentence starters ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview

Lesson Number	Lesson 28: Citing evidence using direct quotations	Modified Lesson Overview
Description	In this lesson, students continue to draft an essay that demonstrates their understanding of how the author introduces and elaborates his central idea and purpose in <i>If Stones Could Speak</i> . Students will begin to revise their essay by adding quotations.	Task is Optional.
Let's Express Our Understanding	Revise your draft by using direct quotations as you cite your evidence.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write a concluding paragraph by restating the central idea and summarizing their essay? ● Can students revise their essay by adding quotations? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Culminating writing task directions 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● ELA Guidebook

	<ul style="list-style-type: none"> ● Culminating writing task rubric ● Prewriting graphic organizer ● Summarizing handout 	<p>Grammar Guide</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● WriteAlong lessons 	

Lesson Overview

Lesson Number	Lesson 29: Revising the culminating writing task	Modified Lesson Overview
Description	In this lesson, students review the culminating writing task and revise their essays.	Task is Optional.
Let's Express Our Understanding	<p>Revise your work:</p> <ul style="list-style-type: none"> ● Read out loud to yourself. ● Check your work against the requirements and/or rubric. ● Add, remove, and rearrange sentences. ● Revise sentence structures. ● Replace general words with more specific ones. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central idea of <i>If Stones Could Speak</i>? ● Can students revise their essay by including appropriate transition words? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating writing task directions ● Culminating writing task 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples

	<ul style="list-style-type: none"> ● rubric ● Prewriting graphic organizer ● Student draft 	<ul style="list-style-type: none"> ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview		
------------------------	--	--

Lesson Number	Lesson 30: Editing and publishing the culminating writing task	Modified Lesson Overview
Description	In this lesson, students will edit and publish their essays.	Task is Optional.
Let's Express Our Understanding	<p>Write a final draft.</p> <ul style="list-style-type: none"> ● Be sure to look back at your writing prompt directions and rubric to make sure that you have included all components of the task. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how an author explains and supports a central idea throughout a text? ● Can students use edit their essays? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised draft ● Final draft paper ● Culminating writing task directions ● Culminating writing task rubric 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons

--	--

Section Overview		
Section Number	Section 10	Modified Section Overview
Description	If Stones Could Speak	Section is Optional
Assessment	<p>Students revise and edit their narrative essay.</p> <p>Culminating task connections: Students demonstrate their understanding of the importance of revising their essay and using precise language and sentence structure. This prepares students to write a multiparagraph essay.</p> <p>Students also demonstrate their ability to use conventions to produce clear writing. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain what an archaeologist looks at to draw conclusions? ● How well does the student identify the process that an archaeologist follows? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events? ● How well does the student, with some guidance and support from peers and adults, develop and strengthen 	

	writing as needed by planning, revising, editing, rewriting, or trying a different approach	
Section Length	6 lessons	0 lessons (6 optional)
Additional Supports for Diverse Learners		
	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 31: Understanding the extension task	Modified Lesson Overview
Description	In this lesson, students review the extension task and discuss why archaeologists use field notes.	Task is Optional
Let's Express Our Understanding	Write a written response in the Reflections/Discoveries section of your journal. <ul style="list-style-type: none"> What information will I need to include in my archaeological journal? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how archaeologists observe sites, record notes, and draw conclusions about their observations? Can students develop questions to answer as they write their extension task? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson "Archaeology 101"	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task instructions ● Extension task rubric ● Reading log (aka field journal) ● Sticky notes ● Accountable talk ● Teacher talk moves ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview		
Lesson Number	Lesson 32: Begin research for the extension task	Modified Lesson Overview
Description	In this lesson, students review the extension task and begin developing their field notes.	Task is Optional
Let's Express Our Understanding	Pretend you are an archaeologist from the future discovering this site. <ul style="list-style-type: none"> ● Examine the identified site. ● Take detailed notes in your field journal about what you observe. ● Include visuals and labeled drawings as needed. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how an archaeologist would observe a new site? ● Can students include visuals and relevant drawings in their field notes? 	
Text(s)	<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> by Marc Aronson "Archaeology 101"	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task instructions ● Extension task rubric ● Reading log (aka field journal) ● Accountable talk ● Conversation stems 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview			
Lesson Number	Lesson 33: Create an archaeology report		Modified Lesson Overview
Description	In this lesson, students review the extension task and create an archaeological report.		Task is Optional
Let's Express Our Understanding	Pretend you are an archaeologist from the future discovering this site. <ul style="list-style-type: none"> ● Examine the identified site. ● Take detailed notes in your field journal about what you observe. ● Include visuals and labeled drawings as needed. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain what artifacts they might find at the site and why? ● Can students add additional details and make revisions to the archeology report? 		
Text(s)	Archaeological report		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task instructions 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing 	

	<ul style="list-style-type: none"> ● Extension task rubric ● Reading log (aka field journal) ● Accountable talk ● Conversation stems 	<ul style="list-style-type: none"> ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Lesson Overview

Lesson Number	Lesson 34: Writing a first draft of the narrative essay	Modified Lesson Overview	
Description	In this lesson, students learn about the structure of a narrative essay and draft a narrative description of daily life based on artifacts and evidence recorded in their archaeological report.	Task is Optional	
Let's Express Our Understanding	Using your archaeological report, begin to write a draft narrative essay in response to the extension task.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the structure of a narrative essay? ● Can students write a narrative to develop imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences? 		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Archaeological report ● Extension task directions ● Extension task rubric ● Accountable talk ● Conversation stems ● Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

--	--

Lesson Overview		
Lesson Number	Lesson 35: Revising the extension task	
Description	In this lesson, students draft a conclusion of their narrative essay and revise their essays.	Task is Optional
Let's Express Our Understanding	Revise your work: <ul style="list-style-type: none"> ● Read out loud to yourself. ● Check your work against the requirements and/or rubric. ● Add, remove, and rearrange sentences. ● Revise sentence structures. ● Replace general words with more specific ones. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the structure of a narrative essay? ● Can students include descriptive language in their narrative essay to help the reader have a clear understanding of characters, places, or events? 	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Archaeological report ● Draft ● Extension task directions ● Extension task rubric ● Accountable talk ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons

Lesson Overview

Lesson Number	Lesson 36: Editing and publishing the extension task		Modified Lesson Overview
Description	In this lesson, students edit and publish their narrative essays.		Task is Optional
Let's Express Our Understanding	Write a final draft of your narrative essay. Make sure you: <ul style="list-style-type: none"> ● Use grade-appropriate words and phrases. ● A variety of sentence patterns. ● Demonstrate command of proper grammar and usage, punctuation, and spelling. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use new words and phrases about archaeology in their narrative essay? ● Can students edit their narrative essays? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Draft ● Final draft paper 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Shared writing ● Student examples ● Mentor texts ● ELA Guidebook Grammar Guide ● WriteAlong lessons 	

Section Overview

Section Number	Section 11	Modified Section Overview
Description	If Stones Could Speak	Section is Optional
Assessment	<p>Students write a response to the prompt: “Write a multiparagraph essay that argues whether Aronson, the author of <i>If Stones Could Speak</i>, could agree with Carnes-McNaughton’s statement. Cite evidence from the text to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of the central idea of several texts in order to determine if the authors might agree. This prepares the students to write a multiparagraph essay. Students also demonstrate their ability to develop a response. This prepares students to write a multiparagraph essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student explain the central idea of each text? ● How well does the student understand the purpose that each author had in writing their texts? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student support their response with clear reasons and relevant evidence and demonstrate an understanding of the texts? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 	
Section Length	2 lessons	0 lessons (2 optional)
Additional Supports		

for Diverse Learners	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 37: Cold-read task, part 1	
Description	In this lesson, students assess our ability to read, understand, and express their understanding of a complex, grade-level text.	Modified Lesson Overview
Let's Express Our Understanding	You will have approximately 40 minutes to read "Profiles of Archaeologists" and answer questions 1 - 6.	Task is Optional
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the theme in all of the texts? ● Can students cite evidence from the text to support an answer? 	
Text(s)	"Profiles of Archaeologists"	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Scratch paper

Lesson Overview

Lesson Number	Lesson 38: Cold-read task, part 2		Modified Lesson Overview
Description	In this lesson, students continue to assess their ability to read, understand, and express their understanding of a new text.		Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ● You will have approximately 40 minutes to read “Profiles of Archaeologists” and answer questions 7. 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain why Marc Aronson agrees or disagrees with the author Carnes-McNaughton? ● Can students cite evidence from the text to support a claim? 		
Text(s)	“Profiles of Archaeologists”		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task items ● Conversation stems ● Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Scratch paper 	

Guidance for Accessing and Adapting Grade-Level Text

Purpose

The *SWSCD Companion Resources for the ELA Guidebooks* promote the goal of providing meaningful opportunities for students with significant cognitive disabilities (SWSCD) to comprehend and learn aligned, grade-level content and skills while promoting participation in inclusive education settings. This document presents guidance for educators on the purpose, creation, and use of adapted texts to be used along with the Companion Resources.

To support literacy instruction of SWSCD, educators will use grade-level texts in their original form and will differentiate instruction by using adapted text. Adapted text, a term which refers to any text that is changed from its original print format, promotes text accessibility and comprehension for SWSCD based on individual needs. While a text may be augmented or modified to make grade-level text accessible to students who have a wide range of reading ability, it is important to retain enough of the original text characteristics necessary to address student learning expectations.

Educators must provide opportunities for SWSCD to interact with the original text to ensure language development and comprehension.

There are multiple ways to present original text to SWSCD such as:

- **Read Aloud:** The teacher “simply” reads the text aloud which taps into students’ listening comprehension level which may surpass their independent reading comprehension level; this allows for students to engage with texts that they might not be able to read on their own.
- **Interactive Read Aloud:** The teacher orally reads a text to the class, while asking corresponding, thought-provoking discussion questions throughout the reading of the book; the teacher also models comprehension strategies (e.g., text-to-self connections) and pauses for conversation in a whole group or in small student groups.
- **Partner Read:** A partner (e.g., same grade-level peer) reads the text aloud to an individual student or a small group of students.
- **Re-reading:** The teacher reads (more than once) sections of the text which contain text-based evidence to support students’ ability to answer comprehension questions.
- **Audio Books:** The teacher provides commercially available audio books, physical media (e.g., Compact Discs), and digital media (e.g., webpages, online books).

Note that these same presentation modes may be used with adapted text as well.

Educators must also employ adapted text, along with the additional scaffolds and supports as necessary, to ensure student access and opportunity to meet grade-level learning expectations. Finding and creating “just right” adapted texts is best accomplished in partnership with general education teachers.

Educators facilitate access and use of text through adaptations tailored to the individual needs of the student. Several strategies can be utilized to present the text in a different 1) visual manner (e.g., enlarged text, chunking the text, adding pictures); 2) auditory manner (e.g., audio book); and/or 3) simplified manner (e.g., abridged version, text/chapter summaries). When adapting text, educators ensure the content is sufficient (i.e., breadth,

depth, complexity) for a student to respond to questions in the lesson and complete the culminating tasks. Note the student's communication system determines the type of augmentation strategies needed to adapt a text. Suggestions for adapting a text are:

- **Including pictures and or objects:**
 - add simple pictures at the beginning of each chapter section or summary
 - add picture symbols paired with key words in the text
 - add/attach objects paired with key words or ideas in the text
 - consider if the images are age appropriate and relevant and if they require inferencing (a comprehension skill) to interpret meaning
- **Shortening text:**
 - reduce the amount of text, but retain the essence of the text
 - omit pages or paragraphs; for example, if the student is working on characterization or setting, ensure the remaining text includes enough detail to understand the literary elements
- **Rewriting text as a summary:** (Note: A summary of text is very different than shortening text. A summary is a brief statement that presents the main points in a concise form. It may not have the details needed for all literary/comprehension skill instruction.)
 - summarize the text into brief sections (e.g. chapter summaries)
 - summarize the text and use some picture/symbol support
 - add a repeated story line that emphasizes a main idea or key concept of the text
- **Using a predictable structure:** (e.g., younger children include a repeated story line in the same place such as at the bottom of every page; older students might have the main idea in the first sentence of the first paragraph and add signal words)
- **Reducing Lexile level:** The *Lexile*® *Framework for Reading* measure represents the student's reading level on a developmental scale of reading ability (<https://lexile.com/>). Reducing the Lexile level of a passage might assist students who are introduced to grade-level content.

Resources

Below, you will find an additional set of resources for finding and adapting text.

- American Printing House for the Blind <https://www.aph.org/>
- Cast UDL Book Builder has Public Library Books that includes some good adaptations for books. Educators could adapt the books or chapters of the books using the Create and Edit My Books feature. <http://bookbuilder.cast.org/>
- Group activity for Adapting Text. https://www.ieccwa.org/uploads/IECC2017/HANDOUTS/KEY_14022688/LiteracyPresentationSlidesPart3.pdf
- Modules Addressing Special Education and Teacher Education (MAST) Facilitator's Guide Students with Significant Cognitive Disabilities: Story-Based Lessons to be used in conjunction with the above PPT. http://mast.ecu.edu/modules/ssid_sbl/lib/documents/FG-Lee-Story%20Based%20Lessons-2012-04-02.pdf
- Story-Based Lessons for SWSCD to support inclusion in a literacy activity http://mast.ecu.edu/modules/ssid_sbl/lib/documents/PPT-Lee-Story%20Based%20Lessons.pdf
- Text Project has Literature Word Pictures for five books. It provides an example of how images can be used to support vocabulary acquisition. <http://textproject.org/classroom-materials/textproject-word-pictures/literature-words/>
- <https://goalbookapp.com/toolkit/v/strategy/adapted-text>

References

- Cannella-Malone, Konrad, and Pennington (2015). ACCESS! Teaching Writing Skills to Students with Intellectual Disability. *Teaching Exceptional Children*, Pp. 272-280. 47 (3).
- Hudson, M.E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectually disability access grade-level text. *TEACHING Exceptional Children*, Vol. 45, No. 3, pp. 14-23.
- Karvonen, M., Flowers, C., & Wakeman, S. Y. (2013). Factors associated with access to the general curriculum for students with intellectual disability. *Current Issues in Education*, 16(3). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1309>
- Orlando, A., & Ruppard, A. (2016). Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication (Document No.IC-16). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/> (Includes an extensive list of *References* related to use of augmentative/alternate communication (AAC) and literacy instruction.