

## Grade 7 – A Christmas Carol

### 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 7, TLA - A CHRISTMAS CAROL

Unit Overview		
Grade	7	Modified Unit Overview
Guidebook Text	<i>A Christmas Carol</i>	Original and <a href="#">adapted versions</a> of <i>A Christmas Carol</i> .
Unit Description	We will read <i>A Christmas Carol</i> by Charles Dickens and a series of related literary and informational texts to explore the question: What should we value most in life? We will express our understanding through an essay that analyzes what Dickens wants us to understand about the “business” of being human by evaluating the changes in Scrooge’s character and perspective over the course of the text.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>A Christmas Carol</i> by Charles Dickens to explore the question: <i>As human beings, what should we value the most in life?</i> To address this question, students will create a permanent product to express what is most important in a human’s life.
Essential Question	<i>As human beings, what should we value the most in life?</i>	<i>As human beings, what should we value the most in life?</i>
Culminating Task	<p>What does Dickens want us to understand about the “business” of being human?</p> <p>To answer this question:</p> <ul style="list-style-type: none"> <li>● Trace the changes in Scrooge’s character over the course of <i>A Christmas Carol</i>.</li> <li>● Identify the moments throughout <i>A Christmas Carol</i> that Dickens uses the word “business” to develop a character, such as Scrooge being described as a man of “business” and Marley’s ghost saying “Mankind was my business” in Stave I.</li> <li>● For each moment, determine the different meanings of “business” and the different points of view or</li> </ul>	<p>To address this question, <i>As human beings, what should we value the most in life?</i>, students will read <i>A Christmas Carol</i> by Charles Dickens and a series of related literary and informational texts to explore the question: What should we value most in life? by 1) responding to a set of questions; and 2) creating a permanent product that [describe what students will do relative to culminating task</p> <ul style="list-style-type: none"> <li>● Organize the changes in Scrooge’s character over the course of <i>A Christmas Carol</i>.</li> <li>● Identify a theme of <i>A Christmas Carol</i> which explains what Dickens wants us to understand about the “business” of being human.</li> <li>● Locate relevant evidence to support how that theme is developed through the changes in Scrooge’s character.</li> </ul>

	<p>perspectives the characters have about what “business” is most important.</p> <ul style="list-style-type: none"> <li>● Evaluate how the changes in Scrooge over the course of the text teach the reader what Dickens wants us to understand about “business.”</li> <li>● Determine a theme of <i>A Christmas Carol</i> which explains what Dickens wants us to understand about the “business” of being human.</li> <li>● Locate relevant evidence to support how that theme is developed through the changes in Scrooge’s character.</li> </ul> <p>Write a literary analysis to support your claims in answer to the question and demonstrate an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.</p>	<p>Your permanent product should state the theme and provide test evidence to support the theme. Be sure to use logical reasoning and relevant evidence from the text, transition words linking claims to reasons, and a concluding statement.</p> <p>LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
Sections & Lessons	11 Sections, 43 Lessons	7 Sections, 26 Lessons

## Assessment Overview

### Guidebook Assessment Overview

### Modified Assessment Overview

#### Culminating Writing Task

Students write a multiparagraph essay in response to the question: What does Dickens want us to understand about the “business” of being human?

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

To address this question, *As human beings, what should we value the most in life?*, students will read *A Christmas Carol* by Charles Dickens and a series of related literature and informational texts to explore the question: What should we value most in life? by 1) responding to a set of questions; and 2) creating a permanent product that [describe what students will do relative to culminating task

- Trace the changes in Scrooge’s character over the course of *A Christmas Carol*.
- Identify the moments throughout *A Christmas Carol* that Dickens uses the word “business” to develop a character, such as Scrooge being described as a man of “business” and Marley’s ghost saying “Mankind was my business” in Stave I.
- Evaluate how the changes in Scrooge over the course of the text teach the reader what Dickens wants us to understand about “business.”
- Determine a theme of *A Christmas Carol* which explains what Dickens wants us to understand about the “business” of being human.
- Locate relevant evidence to support how that theme is developed through the changes in Scrooge’s character.

Your permanent product should state the theme, “ *As human beings, what should we value the most in life?*” and provide text evidence to support the theme. Be sure to use logical reasoning and relevant evidence from the text, transition words linking claims to reasons, and a concluding statement.

			LC.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Cold-Read Task	Students read "The Eighth Tuesday: We Talk about Money" from <i>Tuesdays with Morrie</i> . Then students answer a combination of questions.	-Assessment -Answer Key -Answer Sheet -Grades 6-8 writing rubric	<u>Task is optional</u>
Extension Task	Students conduct research to answer the question: How has Charles Dickens influenced modern society? Then students create a written report that explains how Dickens has influenced modern society. Students also engage in a formal class discussion about the research, emphasizing findings and evidence gathered for the report.	-Extension task directions -Exemplar student response -Grades 6-8 writing rubric	<u>Task is optional</u>

**Section Overview**

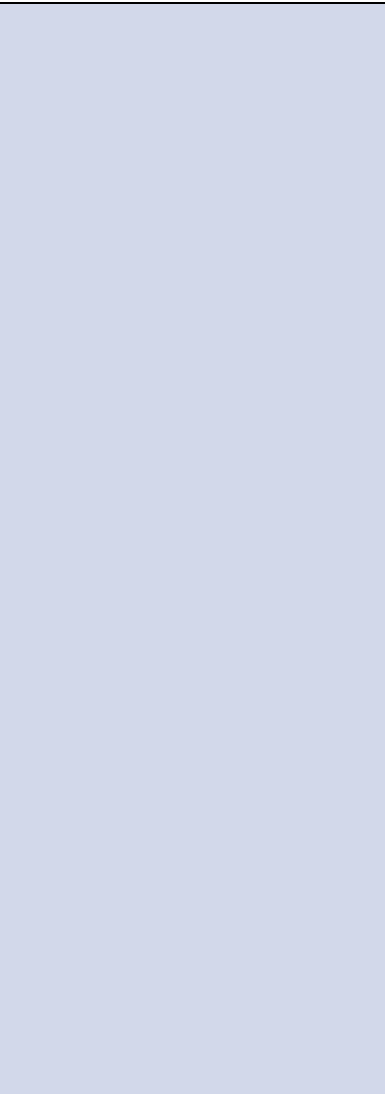
Section Number	Section 1	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<ul style="list-style-type: none"> <li>Students write a response to the prompt: Identify a theme of “The Treasure of Lemon Brown” and explain how it is developed through Greg’s perspective in the text.</li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of changes in character perspective based on their interactions with others and how those changes contribute to the development of a theme in <i>The Treasure of Lemon Brown</i>. This prepares students to analyze how changing character perspective over the course of a text develops a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, cite textual evidence, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student analyze the incidents that occur that shape Greg’s perspective?</li> <li>How well does the student identify the changes that have occurred in Greg’s perspective?</li> <li>How well does the student analyze how Greg’s perspective influences their understanding of the theme?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>	<ul style="list-style-type: none"> <li>Students choose a response to the prompt: Identify a theme of “The Treasure of Lemon Brown”.</li> </ul> <p><b>Culminating task connections:</b> Students identify changes in character perspective based on their interactions with others and how those changes contribute to the development of a theme in <i>The Treasure of Lemon Brown</i>. This prepares students to analyze how changing character perspective over the course of a text develops a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, cite textual evidence, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student identify the incidents that occur that shape Greg’s perspective?</li> <li>How well does the student identify the changes that have occurred in Greg’s perspective?</li> <li>How well does the student analyze how Greg’s perspective influences their understanding of the theme?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	3 Lessons (1-3)	3 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p>	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Language Links 1-3 from TWR</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#">adapted versions</a> of <i>A Christmas Carol</i>.</li> <li>○ <a href="#">Louisiana Connectors</a></li> <li>○ Essential Elements Cards – <a href="#">Grades 6-8 Literature</a></li> <li>○ Student Response Modes – <a href="#">ELA</a></li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>○ <a href="#">English Language Arts Guidebook Reading Support</a></li> <li>○ Word lists (e.g., passage-specific words and high frequency words)</li> <li>○ Performance Product/Writing rubric</li> <li>○ Writing rubric/criteria for development and evaluation of a response</li> </ul>
<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

## Lesson Overview

Lesson Number	<i>Lesson 1: Analyze Character Perspective</i>		<b>Modified Lesson Overview</b>
Description	<p>In this lesson, students begin reading “The Treasure of Lemon Brown,” by Walter Dean Myers, and analyze the main character’s perspective on other characters in the text. Students also respond to text-dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students begin reading “The Treasure of Lemon Brown,” by Walter Dean Myers, and as needed, an <a href="#">adapted version</a>. Students will identify the main character’s perspective on other characters in the text. Students will respond to text-dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● LC.RL.7.1a Refer to details and examples in a text when explaining what the text says explicitly.</li> </ul>
Let’s Express Our Understanding	<p>Answer the question on the analyze character perspective handout: What does Greg's perspective on his father and Lemon in the beginning of the text reveal about Greg's personality? Include at least two pieces of text evidence to support your answer.</p>		<p>Answer the question on the analyze character perspective handout: What does Greg's perspective on his father and Lemon in the beginning of the text reveal about Greg's personality? Identify at least one piece of text evidence to support your answer.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what Greg’s perspective on his father and Lemon reveal about Greg’s personality and support their answer with two pieces of textual evidence?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of how Greg’s relationship with his father impacts his personality?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what Greg’s perspective on his father and Lemon reveal about Greg’s personality and support their answer with two pieces of textual evidence?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of how Greg’s relationship with his father impacts his personality?</li> </ul>
Text(s)	<p>“The Treasure of Lemon Brown” by Walter Dean Myers</p>		<p><i>“The Treasure of Lemon Brown” by Walter Dean Myers</i></p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character perspective handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Versiaudio version of "The Treasure of Lemon Brown"</a> on “The Treasure of Lemon</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted versions</a> of “The Treasure of Lemon Brown.”</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● mages, phrases, sentences representing key concepts covered in the lesson</li> </ul>





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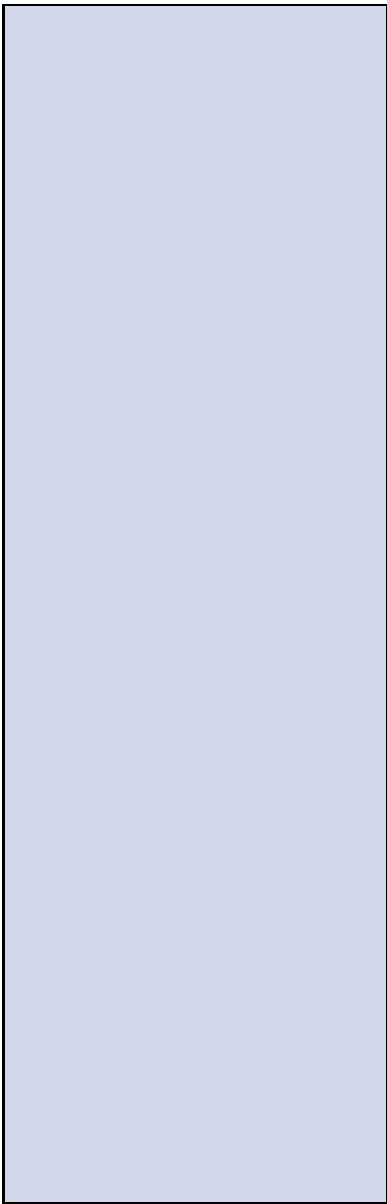
- Brown”
- Conversation stems tool
  - Evidence sentence starters

- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.3\)](#):
  - Read aloud texts
  - Interactive white board
  - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
  - Graphic organizers
  - Highlighted text
  - Preview of the text, illustrations, and details, frontloading
  - Pictures, objects, or tactile representations to illustrate the key details
  - Sentence strips that reflect text from the story that supports the key details
  - Videos or story boards/cards of the story for visual supports
  - Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping
  - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

## Lesson Overview

Lesson Number	<i>Lesson 2: Analyze Greg’s Changing Perspective</i>		Modified Lesson Overview
Description	<p>In this lesson, students will finish reading “The Treasure of Lemon Brown” by Walter Dean Myers in partners and analyze Greg’s changing perspective about his father and Lemon based on his experience/interaction with Lemon Brown. Students also respond to text-dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will finish reading “The Treasure of Lemon Brown” by Walter Dean Myers <a href="#">adapted version</a> in partners and analyze Greg’s changing perspective about his father and Lemon based on his experience/interaction with Lemon Brown. Students also respond to text-dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● LC.RL.7.3a Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● LC.RL.7.3b Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● LC.RL.7.1a Refer to details and examples in a text when explaining what the text says explicitly.</li> </ul>
Let’s Express Our Understanding	<p>Students will select textual evidence that shows Greg’s developing perspective about his father and Lemon during and after his interaction with Lemon. They will add the evidence to their character perspective handout.</p>		<p>Students will select textual evidence that shows Greg’s developing perspective about his father and Lemon during and after his interaction with Lemon. They will add the evidence to their character perspective handout.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain why Greg smiles as he thinks of the lecture his father will give?</li> <li>● Can students select the best evidence that shows Greg’s developing perspective about his father and Lemon both during and after Greg’s interaction with Lemon?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain why Greg smiles as he thinks of the lecture his father will give?</li> <li>● Can students select the best evidence that shows Greg’s developing perspective about his father and Lemon both during and after Greg’s interaction with Lemon?</li> </ul>
Text(s)	<p>“The Treasure of Lemon Brown” by Walter Dean Myers</p>		<p>“The Treasure of Lemon Brown” by Walter Dean Myers</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character perspective handout</li> <li>● Split-page notes handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of “The Treasure of Lemon Brown”</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted versions</a> of “The Treasure of Lemon Brown.”</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>



## Lesson Overview

Lesson Number	<i>Lesson 3: Analyze Theme and Its Development</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will identify a theme of “The Treasure of Lemon Brown” by Walter Dean Myers and explain how the theme is developed through Greg’s experiences and changing perspective in the text. Students also respond in a paragraph to a text dependent question and select evidence to support their analysis.		In this lesson, students will identify a theme of “The Treasure of Lemon Brown” by Walter Dean Myers <a href="#">adapted version</a> and explain how the theme is developed through Greg’s experiences and changing perspective in the text. Students also respond in a paragraph to a text dependent question and select evidence to support their analysis. <ul style="list-style-type: none"> <li>● LC.RL.7.2a Determine the theme or central idea of a text.</li> <li>● LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text.</li> </ul>
Let’s Express Our Understanding	Write a paragraph to identify a theme of “The Treasure of Lemon Brown” and explain how it is developed through Greg’s perspective in the text. Draw upon ideas and evidence from the gallery walk and class discussion.		Write a paragraph to identify a theme of “The Treasure of Lemon Brown” and explain how it is developed through Greg’s perspective in the text. Draw upon ideas and evidence from the gallery walk and class discussion.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine a theme of the text and explain how the theme is developed through Greg’s perspective?</li> <li>● Can students support their theme with at least two pieces of textual evidence?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine a theme of the text and explain how the theme is developed through Greg’s perspective?</li> <li>● Can students support their theme with at least two pieces of textual evidence?</li> </ul>
Text(s)	“The Treasure of Lemon Brown” by Walter Dean Myers		“The Treasure of Lemon Brown” by Walter Dean Myers
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Chart paper and marker (one per group)</li> <li>● Analyze character perspective handout</li> <li>● Analyze theme handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of “The Treasure of Lemon Brown”f <i>Written in Bone</i></li> <li>● Conversation stems tool</li> <li>● Evidence sentence starters</li> <li>● Transitions</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted versions</a> of “The Treasure of Lemon Brown.”</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:               <ul style="list-style-type: none"> <li>● <i>Read aloud texts and chapter books</i></li> </ul> </li> </ul>

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

## Section Overview

Section Number	Section 2	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#"><i>adapted version</i></a> of A Christmas Carol
Assessment	<p>Students complete a character analysis handout for Scrooge in Stave I that includes Scrooge’s perception of or actions toward other characters, Scrooge’s interactions with other characters, the way other characters perceive Scrooge, and Scrooge’s perspective on a person’s “business”.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s perspective of a person’s “business” in Stave I based on his interactions with others and the way other characters perceive him in <i>A Christmas Carol</i>. This is the first step in preparing students to analyze how his perspective will change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Scrooge’s perception of other characters?</li> <li>● How well does the student analyze how other characters perceive Scrooge?</li> <li>● How well does the student analyze Scrooge’s interactions with other characters and what they reveal about his character?</li> <li>● How well does the student analyze Scrooge’s perspective of a person’s “business”?</li> </ul>	<p>Students complete a character analysis handout for Scrooge in Stave I that includes Scrooge’s perception of or actions toward other characters, Scrooge’s interactions with other characters, the way other characters perceive Scrooge, and Scrooge’s perspective on a person’s “business”.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s perspective of a person’s “business” in Stave I based on his interactions with others and the way other characters perceive him in <i>A Christmas Carol</i>. This is the first step in preparing students to analyze how his perspective will change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze Scrooge’s perception of other characters?</li> <li>● How well does the student analyze how other characters perceive Scrooge?</li> <li>● How well does the student analyze Scrooge’s interactions with other characters and what they reveal about his character?</li> <li>● How well does the student analyze Scrooge’s perspective of a person’s “business”?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>

	<p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>
Section Length	4 Lessons (4-7)	4 lessons
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task <ul style="list-style-type: none"> <li>■ A <i>Christmas Carol</i> excerpt</li> </ul> </li> </ul> </li> <li>● Support for Knowledge Demands <ul style="list-style-type: none"> <li>○ Let's Set the Context video <ul style="list-style-type: none"> <li>■ <a href="#">A Christmas Carol: Noticing Colons and Semicolons to Improve Understanding</a></li> </ul> </li> </ul> </li> </ul> <p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Vocabulary Task for "melancholy"</li> <li>○ Language Links 4-6 from TWR</li> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text annotations for Lesson 4</li> <li>○ Additional characterization chart</li> </ul> </li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted versions</a> of A Christmas Carol.</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.3)</a>: <ul style="list-style-type: none"> <li>○ Read aloud texts <ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Interactive white board</li> <li>● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li> <li>● Graphic organizers</li> <li>● Highlighted text</li> <li>● Preview of the text, illustrations, and details, frontloading</li> <li>● Pictures, objects, or tactile representations to illustrate the key details</li> </ul> </li> </ul> </li> </ul>

- [ding Using Social and Political Context to Explore Author's Purpose](#)
- [Understanding Business Terms Used in A Christmas Carol](#)

- for Lesson 5 Additional text annotations and sentence stem for Lesson 6

- 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

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



## Lesson Overview

Lesson Number	<i>Lesson 4: Analyze Sensory Details, Figurative Language, Their Connotations and Impact on Scrooge's Characterization</i>		Modified Lesson Overview
Description	<p>In this lesson, students will begin reading <i>A Christmas Carol</i> by Charles Dickens. They will analyze the use of figurative language and sensory details used to describe Scrooge, determine connotations of these words and phrases, and draw conclusions about Scrooge's character. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will begin reading <i>A Christmas Carol</i> by Charles Dickens. They will analyze the use of figurative language and sensory details used to describe Scrooge, determine connotations of these words and phrases, and draw conclusions about Scrooge's character. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> </ul>
Let's Express Our Understanding	<p>Write a paragraph to characterize Scrooge at the beginning of Stave I in the space provided on the Stave I excerpt handout. Include text evidence related to Scrooge's appearance, others' attitudes toward him, and his actions toward others.</p>		<p>Write a paragraph to characterize Scrooge at the beginning of Stave I in the space provided on the Stave I excerpt handout. Include text evidence related to Scrooge's appearance, others' attitudes toward him, and his actions toward others.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students analyze how the author's language influences the reader's understanding of Scrooge's character?</li> <li>● Can students develop a claim about Scrooge's character at the beginning of Stave I based on his appearance, others' attitudes towards him, and his actions towards others?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students analyze how the author's language influences the reader's understanding of Scrooge's character?</li> <li>● Can students develop a claim about Scrooge's character at the beginning of Stave I based on his appearance, others' attitudes towards him, and his actions towards others?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Two different color highlighters</li> <li>● Stave I excerpt handout</li> <li>● Character analysis handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Teacher talk moves</li> <li>● Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Additional Supports for Diverse Learners Section 2 of Grade 7 Scenes</li> </ul>

		<ul style="list-style-type: none"><li>● Evidence sentence starters</li><li>● Transitions</li></ul>	<ul style="list-style-type: none"><li>● Images, phrases, sentences representing key concepts covered in the lesson</li><li>● Vocabulary words and student-friendly definitions</li><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.3)</a>:<ul style="list-style-type: none"><li>● Read aloud texts</li><li>● Interactive white board</li><li>● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>● Graphic organizers</li><li>● Highlighted text</li><li>● Preview of the text, illustrations, and details, frontloading</li><li>● Pictures, objects, or tactile representations to illustrate the key details</li><li>● Sentence strips that reflect text from the story that supports the key details</li><li>● Videos or story boards/cards of the story for visual supports</li><li>● Picture icons on graphic organizers to support non-readers and visual learners</li><li>● Peer support, collaborative grouping</li><li>● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul>

## Lesson Overview

Lesson Number	<i>Lesson 5: Compare Character Perspectives</i>		Modified Lesson Overview
Description	<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will analyze connotative diction, determine Scrooge’s perspective about Christmas, and compare and contrast Scrooge’s perspective to that of his nephew’s. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will analyze connotative diction, determine Scrooge’s perspective about Christmas, and compare and contrast Scrooge’s perspective to that of his nephew’s. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.3b</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let’s Express Our Understanding	<p>Write a paragraph to compare and contrast Scrooge’s perspective on Christmas with his nephew’s. Cite evidence from the text to support your response.</p>		<p>Write a paragraph to compare and contrast Scrooge’s perspective on Christmas with his nephew’s. Cite evidence from the text to support your response.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the similarities and differences between Scrooge’s perspective and his nephew’s perspective on Christmas?</li> <li>● Can students analyze how the perspectives are both alike and different?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify the similarities and differences between Scrooge’s perspective and his nephew’s perspective on Christmas?</li> <li>● Can students analyze how the perspectives are both alike and different?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Stave I excerpt handout</li> <li>● The character analysis handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>

- Notebook paper

- Conversation stems tool
- Evidence sentence starters
- Transitions

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.3\)](#):
  - Read aloud texts
    - Read aloud texts
    - Interactive white board
    - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
    - Graphic organizers
    - Highlighted text
    - Preview of the text, illustrations, and details, frontloading
    - Pictures, objects, or tactile representations to illustrate the key details
    - Sentence strips that reflect text from the story that supports the key details
    - Videos or story boards/cards of the story for visual supports
    - Picture icons on graphic organizers to support non-readers and visual learners
    - Peer support, collaborative grouping
    - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

## Lesson Overview

Lesson Number	<i>Lesson 6: Analyze How Setting Shapes Scrooge's Characterization</i>		Modified Lesson Overview
Description	<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will examine Scrooge's interactions with other characters to determine what they reveal about Scrooge's personality and values and analyze the impact of setting on the tone of the text and Scrooge's characterization. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will examine Scrooge's interactions with other characters to determine what they reveal about Scrooge's personality and values and analyze the impact of setting on the tone of the text and Scrooge's characterization. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> </ul>
Let's Express Our Understanding	<p>Write a paragraph on the analyze setting handout in response to the following question: How do the sensory details of the setting deepen our understanding of Scrooge's character? Cite evidence from the text.</p>		<p>Write a paragraph on the analyze setting handout in response to the following question: How do the sensory details of the setting deepen our understanding of Scrooge's character? Cite evidence from the text.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the sensory details of the setting influence Scrooge's character?</li> <li>● Can students select relevant evidence to support their claims?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the sensory details of the setting influence Scrooge's character?</li> <li>● Can students select relevant evidence to support their claims?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● A highlighter</li> <li>● Character analysis handout</li> <li>● Analyze setting handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation stems tool</li> <li>● Evidence sentence starters</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.3)</a>:<ul style="list-style-type: none"><li>○ Read aloud texts<ul style="list-style-type: none"><li>● Read aloud texts</li><li>● Interactive white board</li><li>● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>● Graphic organizers</li><li>● Highlighted text</li><li>● Preview of the text, illustrations, and details, frontloading</li><li>● Pictures, objects, or tactile representations to illustrate the key details</li><li>● Sentence strips that reflect text from the story that supports the key details</li><li>● Videos or story boards/cards of the story for visual supports</li><li>● Picture icons on graphic organizers to support non-readers and visual learners</li><li>● Peer support, collaborative grouping</li></ul></li><li>● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul> |
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## Lesson Overview

Lesson Number	<i>Lesson 7: Analyze Scrooge's Interaction with Marley, What It Reveals About His Perspective and Values</i>		Modified Lesson Overview
Description	<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will examine Scrooge's interactions with other characters to determine what they reveal about Scrooge's personality and values and analyze the impact of setting on the tone of the text and Scrooge's characterization. Students also determine the meaning of words and phrases used in context and examine the impact an author's word choice can have on tone and Scrooge's characterization.</p>		<p>In this lesson, students will continue reading <i>A Christmas Carol</i> by Charles Dickens. They will examine Scrooge's interactions with other characters to determine what they reveal about Scrooge's personality and values and analyze the impact of setting on the tone of the text and Scrooge's characterization. Students also determine the meaning of words and phrases used in context and examine the impact an author's word choice can have on tone and Scrooge's characterization.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> </ul>
Let's Express Our Understanding	<p>Add details to your character analysis chart based on Scrooge's interaction with Marley. Include details about: Scrooge's perception of Marley's fate in the afterlife, Marley's perception of Scrooge's life, and Scrooge's "business."</p>		<p>Add details to your character analysis chart based on Scrooge's interaction with Marley. Include details about: Scrooge's perception of Marley's fate in the afterlife, Marley's perception of Scrooge's life, and Scrooge's "business."</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students determine Scrooge's perception of Marley's fate in the afterlife?</li> <li>● Can students explain what Scrooge considers to be his "business"?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students determine Scrooge's perception of Marley's fate in the afterlife?</li> <li>● Can students explain what Scrooge considers to be his "business"?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Character analysis handout</li> <li>● Stave I analyze setting handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> </ul>

- Conversation stems tool
- Evidence sentence starters
- Teacher talk moves
- Transitions

- Adapting Lesson Plans
- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.3\)](#):
  - Read aloud texts
    - Read aloud texts
    - Interactive white board
    - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
    - Graphic organizers
    - Highlighted text
    - Preview of the text, illustrations, and details, frontloading
    - Pictures, objects, or tactile representations to illustrate the key details
    - Sentence strips that reflect text from the story that supports the key details
    - Videos or story boards/cards of the story for visual supports
    - 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	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<p>Students add to a character analysis handout for Scrooge in Stave II that includes Scrooge’s perception of other characters and the way other characters perceive Scrooge.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave II based on his interaction with the Ghost of Christmas Past in <i>A Christmas Carol</i>. This is an additional step in analyzing how his perspective will continue to change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Past has changed Scrooge’s perspective?</li> <li>● How well does the student analyze how other characters perceive Scrooge?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>	<p>Students add to a character analysis handout for Scrooge in Stave II that includes Scrooge’s perception of other characters and the way other characters perceive Scrooge.</p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave II based on his interaction with the Ghost of Christmas Past in <i>A Christmas Carol</i>. This is an additional step in analyzing how his perspective will continue to change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Past has changed Scrooge’s perspective?</li> <li>● How well does the student analyze how other characters perceive Scrooge?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	3 Lessons (8-10)	3 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task <ul style="list-style-type: none"> <li>■ <b>Excerpt from “Study: Experiences Make Us Happier Than Possessions” by Elizabeth Landau</b></li> </ul> </li> </ul> </li> </ul>	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Vocabulary Task for “corroborated”</li> <li>○ Language Links 7-8 from TWR</li> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional support in understanding the effect that sound imagery can have on mood in Lesson 8</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>○ Louisiana Connectors</li> <li>○ Essential Elements</li> <li>○ Student Response Modes</li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>

- Additional text-dependent questions for Lesson 9
- Additional text-dependent questions for Lesson 10

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

## Lesson Overview

Lesson Number	<i>Lesson 8: Analyze the Use of Repetition and Sensory Details and Their Effect on Mood and Characterization in Stave II</i>		Modified Lesson Overview
Description	<p>In this lesson, students will begin reading Stave II of <i>A Christmas Carol</i> by Charles Dickens and analyze the author’s use of repetition and sound devices to determine their effect on the mood and the way in which they illustrate Scrooge’s frame of mind. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will begin reading Stave II of <i>A Christmas Carol</i> by Charles Dickens and analyze the author’s use of repetition and sound devices to determine their effect on the mood and the way in which they illustrate Scrooge’s frame of mind. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> </ul>
Let’s Express Our Understanding	<p>Respond to the prompt on the repetition and sensory details handout: How does Dickens’ use of repetition or sensory details focused on sound impact our understanding of Scrooge’s character? List one piece of text evidence that supports your response. Explain how the evidence supports your response.</p>		<p>Respond to the prompt on the repetition and sensory details handout: How does Dickens’ use of repetition or sensory details focused on sound impact our understanding of Scrooge’s character? List one piece of text evidence that supports your response. Explain how the evidence supports your response.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what the repeated words and phrases in Stave II reveal about Scrooge?</li> <li>● Can students provide evidence of repetition and sounds to support their claim?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what the repeated words and phrases in Stave II reveal about Scrooge?</li> <li>● Can students provide evidence of repetition and sounds to support their claim?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Two different colored highlighters</li> <li>● Analyze repetition and sensory details handout</li> <li>● Mood words handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation stems tool</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

- Evidence sentence starters

- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.3\)](#):
  - Read aloud texts
    - Read aloud texts
    - Interactive white board
    - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
    - Graphic organizers
    - Highlighted text
    - Preview of the text, illustrations, and details, frontloading
    - Pictures, objects, or tactile representations to illustrate the key details
    - Sentence strips that reflect text from the story that supports the key details
    - Videos or story boards/cards of the story for visual supports
    - Picture icons on graphic organizers to support non-readers and visual learners
    - Peer support, collaborative grouping
    - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

## Lesson Overview

Lesson Number	<i>Lesson 9: Summarize Scrooge's Interaction With the Ghost of Christmas Past</i>		Modified Lesson Overview
Description	<p>In this lesson, students will continue reading Stave II of <i>A Christmas Carol</i> by Charles Dickens. They will summarize Scrooge's experience with the Ghost of Christmas Past and cite text evidence to demonstrate how their interaction affects Scrooge's perspective. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will continue reading Stave II of <i>A Christmas Carol</i> by Charles Dickens. They will summarize Scrooge's experience with the Ghost of Christmas Past and cite text evidence to demonstrate how their interaction affects Scrooge's perspective. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Summarize Scrooge's first two experiences with the Ghost of Christmas Past, and explain how they affect his perspective. Cite evidence from the text to support your response.</p>		<p>Summarize Scrooge's first two experiences with the Ghost of Christmas Past, and explain how they affect his perspective. Cite evidence from the text to support your response.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the interaction with the Ghost of Christmas Past has changed Scrooge's perspective?</li> <li>● Can students explain the importance of this interaction to the development of the story?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the interaction with the Ghost of Christmas Past has changed Scrooge's perspective?</li> <li>● Can students explain the importance of this interaction to the development of the story?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Character analysis handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

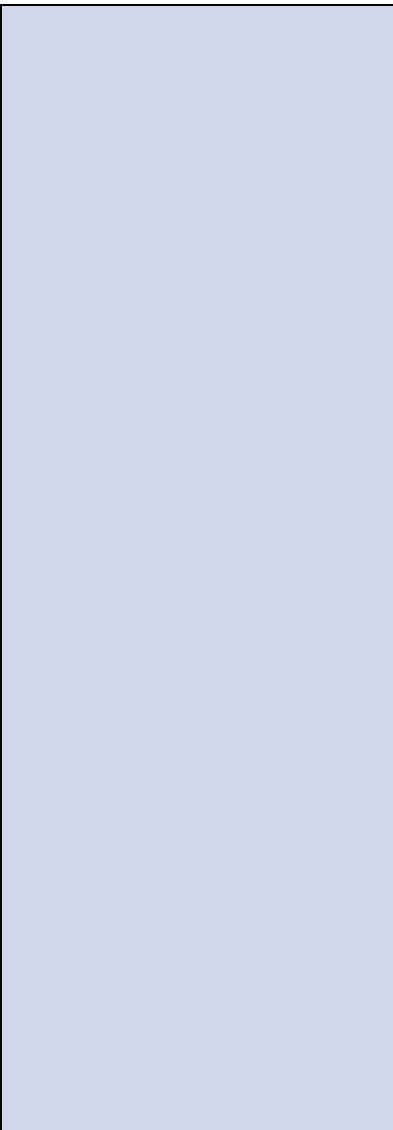
- Evidence sentence starters

- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.6\)](#):
  - *Suggested Supports and Scaffolds:*
    - *Sort cards*
    - *Read aloud texts*
    - *Read aloud texts*
    - *Interactive white board*
    - *Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)*
    - *Graphic organizers*
    - *Highlighted text*
    - *Preview of the text, illustrations, and details, frontloading*
    - *Pictures, objects, or tactile representations to illustrate the key details*
    - *Sentence strips that reflect text from the story that supports the key details*
    - *Videos or story boards/cards of the story for visual supports*
    - *Picture icons on graphic organizers to support non-readers and visual learners*
    - *Peer support, collaborative grouping*
    - *Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding*

## Lesson Overview

Lesson Number	<i>Lesson 10: Analyze Scrooge's Changing Perspective</i>		Modified Lesson Overview
Description	<p>In this lesson, students will finish reading Stave II of <i>A Christmas Carol</i> by Charles Dickens. They will summarize Scrooge's final experience with the Ghost of Christmas Past and analyze how Scrooge's perspective has changed as a result of his experience with the Ghost of Christmas Past. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will finish reading Stave II of <i>A Christmas Carol</i> by Charles Dickens. They will summarize Scrooge's final experience with the Ghost of Christmas Past and analyze how Scrooge's perspective has changed as a result of his experience with the Ghost of Christmas Past. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.4a</b> Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</li> </ul>
Let's Express Our Understanding	<p>Add details to your character analysis chart to include: Scrooge's perception of Belle, and the way that Belle and her husband perceive Scrooge.</p>		<p>Add details to your character analysis chart to include: Scrooge's perception of Belle, and the way that Belle and her husband perceive Scrooge.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Scrooge responds to Belle's conversation with her husband and what it reveals about his perspective?</li> <li>● Can students provide relevant evidence from this incident?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Scrooge responds to Belle's conversation with her husband and what it reveals about his perspective?</li> <li>● Can students provide relevant evidence from this incident?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Character analysis handout</li> <li>● Summary from Lesson 9</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation stems tool</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>





## Section Overview

Section Number	Section 4	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<p><b>Write a short response to the question: How does the novel’s setting during Christmas support Scrooge’s development as a character? Include at least two pieces of text-evidence to support your response.</b></p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave III based on his interaction with the Ghost of Christmas Present in <i>A Christmas Carol</i>. The experiences in Stave III are important shifts for Scrooge, because he realizes what he has been missing for himself, and how he is hurting others by his actions. This is an additional step in analyzing how his perspective will continue to change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Present has changed Scrooge’s perspective?</li> <li>● How well does the student explain how the setting of Stave III reveals a character’s values?</li> </ul>	<p><b>Write a short response to the question: How does the novel’s setting during Christmas support Scrooge’s development as a character? Include at least two pieces of text-evidence to support your response.</b></p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave III based on his interaction with the Ghost of Christmas Present in <i>A Christmas Carol</i>. The experiences in Stave III are important shifts for Scrooge, because he realizes what he has been missing for himself, and how he is hurting others by his actions. This is an additional step in analyzing how his perspective will continue to change and evolve as he interacts with other characters over the course of the text in order to develop a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Present has changed Scrooge’s perspective?</li> <li>● How well does the student explain how the setting of Stave III reveals a character’s values?</li> <li>● How well does the student explain how observing the different experiences and values of the other characters impacts Scrooge?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student explain how observing the different experiences and values of the other characters impacts Scrooge?</li> <li>● How well does the student analyze how other characters perceive Scrooge?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student analyze how other characters perceive Scrooge?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	6 Lessons (11-16)	6 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency <ul style="list-style-type: none"> <li>○ Fluency Task <ul style="list-style-type: none"> <li>■ “After 30 Years of Surgeries, Doctor and Patient Dance” by NPR Staff</li> </ul> </li> </ul> </li> </ul>	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Vocabulary Task for “rebuke”</li> </ul> </li> <li>● Support for Meaning <ul style="list-style-type: none"> <li>○ Additional text-dependent questions in Lesson 11</li> <li>○ Additional</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>○ Louisiana Connectors</li> <li>○ Essential Elements</li> <li>○ Student Response Modes</li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> </ul>

		<p>support for contrasting setting and sentence stem in Lesson 12</p> <ul style="list-style-type: none"> <li>○ Additional support for contrasting Scrooge and the Cratchits and text-dependent questions for Lesson 13</li> <li>○ Additional text-dependent questions for Lesson 14</li> <li>○ Additional support for contrasting mood and values and sentence stems in Lesson 16</li> </ul>	<ul style="list-style-type: none"> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>
<p>The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

## Lesson Overview

Lesson Number	<i>Lesson 11: Summarize “The History of Christmas,” Analyze How the Text’s Structure Contributes To the Author’s Purpose and the Text’s Meaning</i>		Modified Lesson Overview
Description	<p>In this lesson, students will read and summarize the BBC article, “The History of Christmas.” They will also examine the author’s organizing structure and how it contributes to the author’s purpose and the text’s meaning. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will read and summarize the BBC article, “The History of Christmas.” They will also examine the author’s organizing structure and how it contributes to the author’s purpose and the text’s meaning. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ul>
Let’s Express Our Understanding	<p>Answer the question on the analyze structure handout: How does the text’s organization and structure support the author’s purpose?</p>		<p>Answer the question on the analyze structure handout: How does the text’s organization and structure support the author’s purpose?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the origin of Christmas traditions?</li> <li>● Can students determine the author’s purpose for including information about <i>A Christmas Carol</i>?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain the origin of Christmas traditions?</li> <li>● Can students determine the author’s purpose for including information about <i>A Christmas Carol</i>?</li> </ul>
Text(s)	<p>“The History of Christmas” (digital access)</p>		<p>“The History of Christmas” (digital access)</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze structure handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems tool</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of “The History of Christmas”</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:</li> </ul>

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

Lesson Number	<i>Lesson 12: Compare and Contrast Setting and Mood Across Staves; Compare and Contrast Depictions of Christmas Traditions Across Texts</i>		Modified Lesson Overview
Description	<p>In this lesson, students will begin reading Stave III of <i>A Christmas Carol</i> and compare and contrast the settings of Stave I and Stave III, the moods that they create, and what they reveal about Scrooge’s perspective. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will begin reading Stave III of <i>A Christmas Carol</i> and compare and contrast the settings of Stave I and Stave III, the moods that they create, and what they reveal about Scrooge’s perspective. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>• <b>LC.RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ul>
Let’s Express Our Understanding	<p>Write a response on your compare and contrast setting handout to explain how the different settings establish different moods in Stave I and Stave III.</p>		<p>Write a response on your compare and contrast setting handout to explain how the different settings establish different moods in Stave I and Stave III.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>• Can students explain how the different settings establish different moods in Stave I and Stave III?</li> <li>• Can students use a compare and contrast structure?</li> </ul>		<ul style="list-style-type: none"> <li>• Can students explain how the different settings establish different moods in Stave I and Stave III?</li> <li>• Can students use a compare and contrast structure?</li> </ul>
Text(s)	<p>“The History of Christmas” (digital access)</p>		<p>“The History of Christmas” (digital access)</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>• A highlighter</li> <li>• Compare and contrast setting handout</li> <li>• Mood handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Audio recording</a> A Christmas Carol</li> <li>• Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>• Original and <a href="#">adapted version</a> of “The History of Christmas”</li> <li>• <a href="#">Student Response Modes</a></li> <li>• <a href="#">Adapting Lesson Plans</a></li> <li>• Images, phrases, sentences representing key concepts covered in the lesson</li> <li>• Vocabulary words and student-friendly definitions</li> <li>• Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.9)</a>: <ul style="list-style-type: none"> <li>○ Suggested Supports and Scaffolds: <ul style="list-style-type: none"> <li>• Texts about the same topic in different genres.</li> </ul> </li> </ul> </li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Venn Diagram</li><li>• Read aloud texts</li><li>• Interactive white board</li><li>• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>• Graphic organizers</li><li>• Highlighted text</li><li>• Preview of the text, illustrations, and details, frontloading</li><li>• Pictures, objects, or tactile representations to illustrate the key details</li><li>• Sentence strips that reflect text from the story that supports the key details</li><li>• Videos or story boards/cards of the story for visual supports</li><li>• Picture icons on graphic organizers to support non-readers and visual learners</li></ul> |
|  |  |  |   |



## Lesson Overview

Lesson Number	<i>Lesson 13: Analyze Scrooge's Observation of the Cratchit family, Character Perceptions</i>		Modified Lesson Overview
Description	<p>In this lesson, students will read excerpts of Stave III of <i>A Christmas Carol</i>, discuss and answer text-dependent questions related to Scrooge's experience with the Ghost of Christmas Present, and analyze what the experience reveals about Scrooge's perception and other characters' perceptions of Scrooge.</p>		<p>In this lesson, students will read excerpts of Stave III of <i>A Christmas Carol</i>, discuss and answer text-dependent questions related to Scrooge's experience with the Ghost of Christmas Present, and analyze what the experience reveals about Scrooge's perception and other characters' perceptions of Scrooge.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Add details to the character analysis chart based on Scrooge's visit to the Cratchits. Include evidence for: Scrooge's perception of Tiny Tim, and his feelings about his death; and Scrooge's feelings/reflections when the Spirit turns his own words on him.</p>		<p>Add details to the character analysis chart based on Scrooge's visit to the Cratchits. Include evidence for: Scrooge's perception of Tiny Tim, and his feelings about his death; and Scrooge's feelings/reflections when the Spirit turns his own words on him.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Scrooge reacts to the news regarding Tiny Tim's future and what this reveals about him?</li> <li>● Can students provide evidence to support their claims?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Scrooge reacts to the news regarding Tiny Tim's future and what this reveals about him?</li> <li>● Can students provide evidence to support their claims?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character handout</li> <li>● Compare and contrast setting handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Vocabulary words and student-friendly definitions</li><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.6)</a>:<ul style="list-style-type: none"><li>○ <i>Suggested Supports and Scaffolds:</i><ul style="list-style-type: none"><li>● <i>Sort cards</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Interactive white board</i></li><li>● <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>● <i>Graphic organizers</i></li><li>● <i>Highlighted text</i></li><li>● <i>Preview of the text, illustrations, and details, frontloading</i></li><li>● <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>● <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>● <i>Videos or story boards/cards of the story for visual supports</i></li><li>● <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>● <i>Peer support, collaborative grouping</i></li><li>● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li></ul></li></ul></li></ul> |
|  |  |  |  |

## Lesson Overview

Lesson Number	<i>Lesson 14: Analyze Scrooge’s Observation of His Nephew’s Family and How It Influences His Perceptions</i>		Modified Lesson Overview
Description	<p>In this lesson, students will read an excerpt of Stave III of <i>A Christmas Carol</i>, summarize Scrooge’s experience with the Ghost of Christmas Present (e.g., what he observes at his nephew’s house), and analyze how these experiences impact his character and perception. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will read an excerpt of Stave III of <i>A Christmas Carol</i>, summarize Scrooge’s experience with the Ghost of Christmas Present (e.g., what he observes at his nephew’s house), and analyze how these experiences impact his character and perception. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character’s choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let’s Express Our Understanding	<p>Add details to the character analysis chart based on Scrooge’s visit to his nephew’s house. Include evidence for: The party game and what it reveals about how others perceive Scrooge, and Scrooge’s actions and perception upon leaving Fred’s house.</p>		<p>Add details to the character analysis chart based on Scrooge’s visit to his nephew’s house. Include evidence for: The party game and what it reveals about how others perceive Scrooge, and Scrooge’s actions and perception upon leaving Fred’s house.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the other characters in this scene perceive Scrooge?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of character perspectives?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the other characters in this scene perceive Scrooge?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of character perspectives?</li> </ul>
Text(s)	<i>A Christmas Carol by Charles Dickens</i>		<i>A Christmas Carol by Charles Dickens</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>

- Teacher talk moves

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.6\)](#):
  - *Suggested Supports and Scaffolds:*
    - *Sort cards*
    - *Read aloud texts*
    - *Read aloud texts*
    - *Interactive white board*
    - *Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)*
    - *Graphic organizers*
    - *Highlighted text*
    - *Preview of the text, illustrations, and details, frontloading*
    - *Pictures, objects, or tactile representations to illustrate the key details*
    - *Sentence strips that reflect text from the story that supports the key details*
    - *Videos or story boards/cards of the story for visual supports*
    - *Picture icons on graphic organizers to support non-readers and visual learners*
    - *Peer support, collaborative grouping*
    - *Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding*

## Lesson Overview

Lesson Number	<i>Lesson 15: Analyze Scrooge's Final Interaction with the Ghost of Christmas Present and Its Impact on Scrooge</i>		Modified Lesson Overview
Description	<p>In this lesson, students will read an excerpt of Stave III of <i>A Christmas Carol</i>, summarize Scrooge's experience with the Ghost of Christmas Present, and analyze how these experiences impact his character and perception. Students also discuss how Scrooge's perspective of "business" has changed.</p>		<p>In this lesson, students will read an excerpt of Stave III of <i>A Christmas Carol</i>, summarize Scrooge's experience with the Ghost of Christmas Present, and analyze how these experiences impact his character and perception. Students also discuss how Scrooge's perspective of "business" has changed.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text)</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Conduct a whole-class discussion to answer the question: How has Scrooge's perspective changed as a result of his experiences in Stave III?</p>		<p>Conduct a whole-class discussion to answer the question: How has Scrooge's perspective changed as a result of his experiences in Stave III?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Scrooge's perspective has changed as a result of his experiences in Stave III?</li> <li>● Can students reference the text to support claims in a whole-class discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Scrooge's perspective has changed as a result of his experiences in Stave III?</li> <li>● Can students reference the text to support claims in a whole-class discussion?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

● Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.6\)](#):

○ *Suggested Supports and Scaffolds:*

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

## Lesson Overview

Lesson Number	<i>Lesson 16: Analyze the Impact of the Setting on Scrooge's Development</i>		Modified Lesson Overview
Description	<p>In this lesson, students will engage in discussion and write a response to analyze the way in which the setting in Stave III supports Scrooge's character development. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will engage in discussion and write a response to analyze the way in which the setting in Stave III supports Scrooge's character development. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Write a short response to the question on the analysis of the impact of setting handout: How does the novel's setting during Christmas support Scrooge's development as a character? Include at least two pieces of text-evidence to support your response.</p>		<p>Write a short response to the question on the analysis of the impact of setting handout: How does the novel's setting during Christmas support Scrooge's development as a character? Include at least two pieces of text-evidence to support your response.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how the setting of Stave III reveals a character's values?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of the Christmas setting?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how the setting of Stave III reveals a character's values?</li> <li>● Can students gather and organize evidence to demonstrate their understanding of the Christmas setting?</li> </ul>
Text(s)	<p><i>A Christmas Carol by Charles Dickens</i></p>		<p><i>A Christmas Carol by Charles Dickens</i></p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze character handout</li> <li>● Analyze the impact of setting handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.6)</a>:<ul style="list-style-type: none"><li>○ <i>Suggested Supports and Scaffolds:</i><ul style="list-style-type: none"><li>● <i>Sort cards</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Interactive white board</i></li><li>● <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>● <i>Graphic organizers</i></li><li>● <i>Highlighted text</i></li><li>● <i>Preview of the text, illustrations, and details, frontloading</i></li><li>● <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>● <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>● <i>Videos or story boards/cards of the story for visual supports</i></li><li>● <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>● <i>Peer support, collaborative grouping</i></li><li>● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li></ul></li></ul></li></ul> |
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## Section Overview

Section Number	Section 5	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<p><b>Add details to the character analysis chart for: Scrooge’s final interaction and realization about his “old” self, and his vow to the Ghost of Christmas Yet to Come and what this reveals about his values.</b></p> <p><b>Culminating task connections:</b>            Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave IV based on his interaction with the Ghost of Christmas Yet to Come in <i>A Christmas Carol</i>. Scrooge’s reaction to the experiences in Stave IV demonstrate that he has changed because he vows to apply the lessons that he has learned from the three spirits, and to live his life in a way that honors what they have taught him about compassion, mercy, and showing care and love toward others. This is an additional step in analyzing how Scrooge’s shift in perspective contributes to the development of a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Yet to Come has changed Scrooge’s perspective?</li> <li>● How well does the student explain how Scrooge’s dialogue demonstrates that he has changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>	<p><b>Add details to the character analysis chart for: Scrooge’s final interaction and realization about his “old” self, and his vow to the Ghost of Christmas Yet to Come and what this reveals about his values.</b></p> <p><b>Culminating task connections:</b>            Students demonstrate their understanding of Scrooge’s changing perspective of a person’s “business” in Stave IV based on his interaction with the Ghost of Christmas Yet to Come in <i>A Christmas Carol</i>. Scrooge’s reaction to the experiences in Stave IV demonstrate that he has changed because he vows to apply the lessons that he has learned from the three spirits, and to live his life in a way that honors what they have taught him about compassion, mercy, and showing care and love toward others. This is an additional step in analyzing how Scrooge’s shift in perspective contributes to the development of a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student analyze how the interaction with the Ghost of Christmas Yet to Come has changed Scrooge’s perspective?</li> <li>● How well does the student explain how Scrooge’s dialogue demonstrates that he has changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p>

	<ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	3 Lessons (17-19)	3 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● <b>Support for Foundational Skills</b></li> <li>● <b>Support for Reading Fluency</b> <ul style="list-style-type: none"> <li>● <b>Fluency Task</b> <ul style="list-style-type: none"> <li>● <b>“For a Boy with Little, Learning to Love a Castoff Trombone” by NPR Staff</b></li> </ul> </li> </ul> </li> </ul>	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● <b>Support for Language</b> <ul style="list-style-type: none"> <li>○ <b>Protocol for Explicitly Teaching Vocabulary</b></li> <li>○ <b>Vocabulary Task for “detestation”</b></li> <li>○ <b>Language Link 12 from TWR</b></li> </ul> </li> <li>● <b>Support for Meaning</b> <ul style="list-style-type: none"> <li>○ <b>Additional support for mood in Lesson 17</b></li> <li>○ <b>Additional support for analyzing</b></li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#"><i>adapted version</i></a> of A Christmas Carol</li> <li>○ Louisiana Connectors</li> <li>○ Essential Elements</li> <li>○ Student Response Modes</li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> <li>● Permanent Product/Writing rubric to set expectations as appropriate.</li> </ul>

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|  |  | <p><b>Scrooge's interactions in Lesson 18</b></p> <ul style="list-style-type: none"><li>○ <b>Additional support for analyzing Scrooge's interactions in Lesson 19</b></li></ul> |  |
| <p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p> |  |   |  |

## Lesson Overview

Lesson Number	<i>Lesson 17: Analyze Scrooge’s Interaction With Ghost of Yet to Come and Its Impact on Mood</i>		Modified Lesson Overview
Description	<p>In this lesson, students will begin reading Stave IV or <i>A Christmas Carol</i>, discuss and answer text-dependent questions related to Scrooge’s interaction with the Ghost of Christmas Yet To Come, and analyze the impact this interaction has on the mood.</p>		<p>In this lesson, students will begin reading Stave IV or <i>A Christmas Carol</i>, discuss and answer text-dependent questions related to Scrooge’s interaction with the Ghost of Christmas Yet To Come, and analyze the impact this interaction has on the mood.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.1a</b> Refer to details and examples in a text when explaining what the text says explicitly.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> </ul>
Let’s Express Our Understanding	<p>Predict what Scrooge will learn with the Ghost of Christmas Present in Stave IV on the Stave IV split-page notes handout. Include text evidence that supports your prediction.</p>		<p>Predict what Scrooge will learn with the Ghost of Christmas Present in Stave IV on the Stave IV split-page notes handout. Include text evidence that supports your prediction.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the change in mood?</li> <li>● Can students make a logical prediction about what Scrooge will learn from the Ghost of Christmas Yet to Come?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain the change in mood?</li> <li>● Can students make a logical prediction about what Scrooge will learn from the Ghost of Christmas Yet to Come?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Compare and contrast setting handout from Stave III</li> <li>● Stave IV split-page notes handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> <li>● Transitions</li> <li>● Evidence Sentence starters</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.1a)</a>: <ul style="list-style-type: none"> <li>○ <i>Suggested Supports and Scaffolds:</i> <ul style="list-style-type: none"> <li>● <i>Read aloud texts</i> • <i>Interactive white board</i></li> </ul> </li> </ul> </li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>• <i>Graphic organizers</i></li><li>• <i>Highlighted text</i></li><li>• <i>Preview of the text, illustrations, and details, frontloading</i></li><li>• <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>• <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>• <i>Videos or story boards/cards of the story for visual supports</i></li><li>• <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>• <i>Peer support, collaborative grouping</i></li><li>• <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li><li>• <i>Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter</i></li><li>• <i>Circle/point to/ eye gaze at the correct picture</i></li><li>• <i>Cut and paste a picture</i></li><li>• <i>Sort the details of a story</i></li><li>• <i>Matching pictures of details</i></li></ul> |
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## Lesson Overview

Lesson Number	<i>Lesson 18: Analyze Scrooge's Experiences with Ghost of Yet to Come</i>		Modified Lesson Overview
Description	<p>In this lesson, students will read excerpts of Stave IV and analyze Scrooge's interactions with the Ghost of Christmas Yet to Come and what Scrooge learns about how others feel toward the man who has died. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will read excerpts of Stave IV and analyze Scrooge's interactions with the Ghost of Christmas Yet to Come and what Scrooge learns about how others feel toward the man who has died. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.1a</b> Refer to details and examples in a text when explaining what the text says explicitly.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> </ul>
Let's Express Our Understanding	<p>Add details regarding Scrooge's experience with the woman who learns about the man's death to the analyze Scrooge's experiences handout. Discuss: What do these experiences suggest about the dead man? How does this align with the prediction you made about Stave IV?</p>		<p>Add details regarding Scrooge's experience with the woman who learns about the man's death to the analyze Scrooge's experiences handout. Discuss: What do these experiences suggest about the dead man? How does this align with the prediction you made about Stave IV?</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what Scrooge's experiences in Stave IV suggest about the dead man?</li> <li>● Can students articulate the validity/invalidity of the predictions they made in the previous lesson in a whole-class discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what Scrooge's experiences in Stave IV suggest about the dead man?</li> <li>● Can students articulate the validity/invalidity of the predictions they made in the previous lesson in a whole-class discussion?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Analyze Scrooge's experiences handout</li> <li>●</li> <li>● Split note page</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio recording</a> A Christmas Carol</li> <li>● Conversation stems</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.1a)</a>:<ul style="list-style-type: none"><li>○ <i>Suggested Supports and Scaffolds:</i><ul style="list-style-type: none"><li>● <i>Read aloud texts • Interactive white board</i></li><li>● <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>● <i>Graphic organizers</i></li><li>● <i>Highlighted text</i></li><li>● <i>Preview of the text, illustrations, and details, frontloading</i></li><li>● <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>● <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>● <i>Videos or story boards/cards of the story for visual supports</i></li><li>● <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>● <i>Peer support, collaborative grouping</i></li><li>● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li><li>● <i>Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter</i></li><li>● <i>Circle/point to/ eye gaze at the correct picture</i></li><li>● <i>Cut and paste a picture</i></li><li>● <i>Sort the details of a story</i></li><li>● <i>Matching pictures of details</i></li></ul></li></ul></li></ul> |
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## Lesson Overview

Lesson Number	<i>Lesson 19: Analyze Dickens' Use of Structure and Scrooge's Character</i>		Modified Lesson Overview
Description	<p>In this lesson, students will compare and contrast the different deaths that Scrooge observes with the Ghost of Christmas Yet to Come and analyze how his character and perspective have changed as a result of his experiences. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will compare and contrast the different deaths that Scrooge observes with the Ghost of Christmas Yet to Come and analyze how his character and perspective have changed as a result of his experiences. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Add details to the character analysis chart for: Scrooge's final interaction and realization about his "old" self, and his vow to the Ghost of Christmas Yet to Come and what this reveals about his values.</p>		<p>Add details to the character analysis chart for: Scrooge's final interaction and realization about his "old" self, and his vow to the Ghost of Christmas Yet to Come and what this reveals about his values.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Scrooge's dialogue demonstrates that he has changed?</li> <li>● Can students gather and organize evidence to demonstrate their understanding about Scrooge's values?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Scrooge's dialogue demonstrates that he has changed?</li> <li>● Can students gather and organize evidence to demonstrate their understanding about Scrooge's values?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Teacher Talk moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.6)</a>:<ul style="list-style-type: none"><li>○ <i>Suggested Supports and Scaffolds:</i><ul style="list-style-type: none"><li>● <i>Sort cards</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Read aloud texts</i></li><li>● <i>Interactive white board</i></li><li>● <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>● <i>Graphic organizers</i></li><li>● <i>Highlighted text</i></li><li>● <i>Preview of the text, illustrations, and details, frontloading</i></li><li>● <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>● <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>● <i>Videos or story boards/cards of the story for visual supports</i></li><li>● <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>● <i>Peer support, collaborative grouping</i></li><li>● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li></ul></li></ul></li></ul> |
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## Section Overview

Section Number	Section 6	Modified Section Overview
Description	A Christmas Carol	Omit this section
Assessment	<p><b>Students will engage in a scholarly, fishbowl discussion by making claims and using evidence from the unit texts to support their claims. Students will formulate claims to answer the question: Why, given the evidence, should we treasure experiences/possessions?</b></p> <p><b>Culminating task connections:</b> Students demonstrate their understanding of what it means to treasure or value something. Students also analyze how what we choose to value has an impact on our happiness in two non-fiction articles. Students will apply this knowledge in the CWT as they explain how Scrooge’s values have shifted from possessions to experiences, resulting in a happier, nearly unrecognizable Scrooge at the end of the novel. Thus, this is an additional support in analyzing how Scrooge’s shift in perspective contributes to the development of a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p>	

	<ul style="list-style-type: none"> <li>● How well does the student understand that experiences can make us richer than possessions?</li> <li>● How well does the student understand what value should be placed in our experiences and possessions?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>		
Section Length	4 Lessons (20-23)	0 lessons	
Additional Supports for Diverse Learners	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● <b>Support for Language</b> <ul style="list-style-type: none"> <li>○ <b>Mentor Sentences</b></li> </ul> </li> </ul>		
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		



## Lesson Overview

Lesson Number	<i>Lesson 20: Summarize a Nonfiction Article and Connect Ideas Across Texts</i>		Modified Lesson Overview
Description	In this lesson, students will summarize a nonfiction article about happiness, examine the evidence the author provides to support the idea that experiences make us happier than possessions, and connect ideas across texts. Students also prepare to complete the End-of-Unit Tasks by analyzing the unit’s essential questions		<i>Omit this lesson</i>
Let’s Express Our Understanding	Discuss the unit essential questions, using evidence from <i>A Christmas Carol</i> to support your responses: <ul style="list-style-type: none"> <li>● What should we treasure or value most?</li> <li>● Do others see us more clearly than we see ourselves?</li> <li>● How do our experiences and personal relationships change us?</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students understand that what we value determines our character?</li> <li>● Can students explain how the central ideas of this article relate to what Scrooge learns about life in <i>A Christmas Carol</i> in a discussion?</li> </ul>		
Text(s)	“Study: Experiences Make Us Happier than Possessions” Article <i>A Christmas Carol</i> by Charles Dickens		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The summarize and connect ideas across texts handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teach talks move</li> </ul>	

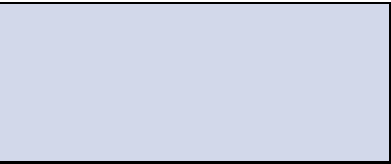
## Lesson Overview

Lesson Number	<i>Lesson 21: Summarize a Nonfiction Article and Compare and Contrast Ideas Across Texts</i>		Modified Lesson Overview
Description	In this lesson, students will read and summarize a second nonfiction article about happiness and compare and contrast ideas across texts. Students also respond to text dependent questions and select evidence to support their analysis.		Omit this lesson
Let's Express Our Understanding	On the summarize and connect ideas across texts handout, write a response to the question: How does the evidence included in the article, "Do Experiences of Material Goods Make Us Happier?" impact our understanding of the research on happiness?		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how experiences and material goods can enrich our lives?</li> <li>● Can students explain how the author uses evidence to support a claim?</li> </ul>		
Text(s)	"Do Experiences or Material Goods Make Us Happier?" Article "Study: Experiences Make Us Happier than Possessions" Article		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The summarize and connect ideas across texts handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation Stems</li> </ul>	

## Lesson Overview

Lesson Number	<i>Lesson 22: Gather Text Evidence to Prepare for a Scholarly Discussion</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will gather text evidence from the four texts they have read thus far--the two nonfiction articles, "The Treasure of Lemon Brown," and <i>A Christmas Carol</i> --to prepare for a fishbowl discussion in the following lesson. Students also draft claim statements to be used in a scholarly discussion.		Omit this lesson
Let's Express Our Understanding	Draft a claim statement for each side of the argument. Your claim should answer: Why, given the evidence, should we treasure experiences/possessions?		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the value that experiences and possessions can add to one's life?</li> <li>● Can students develop claim statements to support each side of the argument?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● "The Treasure of Lemon Brown" by Walter Dean Myers</li> <li>● "Do Experiences or Material Goods Make Us Happier?" Article</li> <li>● "Study: Experiences Make Us Happier than Possessions" Article</li> <li>● <i>A Christmas Carol</i> by Charles Dickens</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The evidence chart handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk</li> </ul>	





moves

## Section Overview

Section Number	Section 7	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<p><b>Discuss our unit essential questions, citing evidence from the conclusion of</b></p> <ul style="list-style-type: none"> <li>● <b>What should we treasure or value most?</b></li> <li>● <b>Do others see us more clearly than we see ourselves?</b></li> <li>● <b>How do our experiences and personal relationships change us?</b></li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changed perspective of a person’s “business” in Stave V based on his interactions with multiple characters. Scrooge’s dialogue and actions in Stave V demonstrate that he has changed from valuing wealth above all else to valuing experiences and relationships with others. He is remaining true to the vow he made: to apply the lessons that he has learned from the three spirits, and to live his life in a way that honors what they have taught him about compassion, mercy, and showing care and love toward others. This is the final step in analyzing how Scrooge’s shift in perspective contributes to the development of a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis."</p> <p><b>Reading/Knowledge Look Fors:</b></p>	<p><b>Discuss our unit essential questions, citing evidence from the conclusion of</b></p> <ul style="list-style-type: none"> <li>● <b>What should we treasure or value most?</b></li> <li>● <b>Do others see us more clearly than we see ourselves?</b></li> <li>● <b>How do our experiences and personal relationships change us?</b></li> </ul> <p><b>Culminating task connections:</b> Students demonstrate their understanding of Scrooge’s changed perspective of a person’s “business” in Stave V based on his interactions with multiple characters. Scrooge’s dialogue and actions in Stave V demonstrate that he has changed from valuing wealth above all else to valuing experiences and relationships with others. He is remaining true to the vow he made: to apply the lessons that he has learned from the three spirits, and to live his life in a way that honors what they have taught him about compassion, mercy, and showing care and love toward others. This is the final step in analyzing how Scrooge’s shift in perspective contributes to the development of a theme in <i>A Christmas Carol</i>.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis."</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify a shift in what Scrooge values?</li> <li>● How well does the student explain how Scrooge’s dialogue and actions demonstrate that he has changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student identify a shift in what Scrooge values?</li> <li>● How well does the student explain how Scrooge’s dialogue and actions demonstrate that he has changed?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 Lessons (24-25)	2 lessons	
Additional Supports for Diverse Learners	<p><b>Before the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Foundational Skills</li> <li>● Support for Reading Fluency</li> </ul>	<p><b>During the Section:</b></p> <ul style="list-style-type: none"> <li>● Support for Language <ul style="list-style-type: none"> <li>○ Protocol for Explicitly Teaching Vocabulary</li> <li>○ Vocabulary Task for “amends”</li> <li>○ Mentor sentence</li> </ul> </li> </ul>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>○ Louisiana Connectors</li> <li>○ Essential Elements</li> <li>○ Student Response Modes</li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> </ul>

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

## Lesson Overview

Lesson Number	<i>Lesson 24: Analyze Language and Interactions That Demonstrate the Change in Scrooge's Character</i>		Modified Lesson Overview
Description	<p>In this lesson, students will analyze Scrooge's dialogue and interactions in Stave V of <i>A Christmas Carol</i> to determine how he has changed as a result of his experiences with the three Ghost by analyzing use of language and the connotations of words and phrases that describe Scrooge. Students also respond to text dependent questions and select evidence to support their analysis.</p>		<p>In this lesson, students will analyze Scrooge's dialogue and interactions in Stave V of <i>A Christmas Carol</i> to determine how he has changed as a result of his experiences with the three Ghost by analyzing use of language and the connotations of words and phrases that describe Scrooge. Students also respond to text dependent questions and select evidence to support their analysis.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> <li>● <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.</li> </ul>
Let's Express Our Understanding	<p>Add text evidence to the analyze character chart that demonstrates Scrooge's definition of "business" or values in Stave V.</p>		<p>Add text evidence to the analyze character chart that demonstrates Scrooge's definition of "business" or values in Stave V.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what the interactions with the boy, the strangers on the street, and the men from Stave I reveal about Scrooge's new definition of one's "business"?</li> <li>● Can students determine what words and phrases describe Scrooge and the day and what they suggest?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what the interactions with the boy, the strangers on the street, and the men from Stave I reveal about Scrooge's new definition of one's "business"?</li> <li>● Can students determine what words and phrases describe Scrooge and the day and what they suggest?</li> </ul>
Text(s)	<p><i>A Christmas Carol</i> by Charles Dickens</p>		<p><i>A Christmas Carol</i> by Charles Dickens</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● The analyze character handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>

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● Teacher Talk  
Moves

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.6\)](#):
  - *Suggested Supports and Scaffolds:*
    - *Sort cards*
    - *Read aloud texts*
    - *Read aloud texts*
    - *Interactive white board*
    - *Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)*
    - *Graphic organizers*
    - *Highlighted text*
    - *Preview of the text, illustrations, and details, frontloading*
    - *Pictures, objects, or tactile representations to illustrate the key details*
    - *Sentence strips that reflect text from the story that supports the key details*
    - *Videos or story boards/cards of the story for visual supports*
    - *Picture icons on graphic organizers to support non-readers and visual learners*
    - *Peer support, collaborative grouping*
    - *Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding*

## Lesson Overview

Lesson Number	<i>Lesson 25: Analyze Interactions that Demonstrate Scrooge's Character Change</i>		Modified Lesson Overview
Description	<p>In this lesson, students will finish reading <i>A Christmas Carol</i> and analyze Scrooge's final interactions with his nephew, Fred, and employee, Bob Cratchit, to determine what these events reveal about his character change. Students also revise the unit essential questions in discussion, using evidence from <i>A Christmas Carol</i> to support their discussion.</p>		<p>In this lesson, students will finish reading <i>A Christmas Carol</i> and analyze Scrooge's final interactions with his nephew, Fred, and employee, Bob Cratchit, to determine what these events reveal about his character change. Students also revise the unit essential questions in discussion, using evidence from <i>A Christmas Carol</i> to support their discussion.</p> <ul style="list-style-type: none"> <li>● <b>LC.RL.7.1a</b> Refer to details and examples in a text when explaining what the text says explicitly.</li> <li>● <b>LC.RL.7.3a</b> Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</li> </ul>
Let's Express Our Understanding	<p>Discuss our unit essential questions, citing evidence from the conclusion of <i>A Christmas Carol</i>:</p> <ul style="list-style-type: none"> <li>● What should we treasure or value most?</li> <li>● Do others see us more clearly than we see ourselves?</li> <li>● How do our experiences and personal relationships change us?</li> </ul>		<p>Discuss our unit essential questions, citing evidence from the conclusion of <i>A Christmas Carol</i>:</p> <ul style="list-style-type: none"> <li>● What should we treasure or value most?</li> <li>● Do others see us more clearly than we see ourselves?</li> <li>● How do our experiences and personal relationships change us?</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain what the interactions with Fred and with Bob reveal about Scrooge's new definition of one's "business"?</li> <li>● Can students provide evidence such as details and examples from the text in a class discussion?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain what the interactions with Fred and with Bob reveal about Scrooge's new definition of one's "business"?</li> <li>● Can students provide evidence such as details and examples from the text in a class discussion?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● The character analysis handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● <a href="#">Audio Version of <i>A Christmas Carol</i></a></li> <li>● Conversation stem</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> </ul>

- Teacher Talk Moves

- Images, phrases, sentences representing key concepts covered in the lesson
- Vocabulary words and student-friendly definitions
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.1a\)](#):
  - *Suggested Supports and Scaffolds:*
    - *Read aloud texts • Interactive white board*
    - *Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)*
    - *Graphic organizers*
    - *Highlighted text*
    - *Preview of the text, illustrations, and details, frontloading*
    - *Pictures, objects, or tactile representations to illustrate the key details*
    - *Sentence strips that reflect text from the story that supports the key details*
    - *Videos or story boards/cards of the story for visual supports*
    - *Picture icons on graphic organizers to support non-readers and visual learners*
    - *Peer support, collaborative grouping*
    - *Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding*
    - *Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter*
    - *Circle/point to/ eye gaze at the correct picture*
    - *Cut and paste a picture*
    - *Sort the details of a story*



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|  |  |  | <ul style="list-style-type: none"><li>• <i>Matching pictures of details</i></li></ul> |
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## Section Overview

Section Number	8 - Culminating Writing Task	Modified Section Overview
Description	A Christmas Carol	Original and <a href="#">adapted version</a> of A Christmas Carol
Assessment	<p><b>Edit and publish the final draft of an essay that answers the question: What does Dickens want us to understand about the business of being human?</b></p> <p><b>Culminating task connections:</b> Students enter the section with a clear understanding of Scrooge’s changed perspective of a person’s “business” in Stave V based on his interactions with multiple characters. Scrooge’s dialogue and actions in Stave V demonstrate that he has changed from valuing wealth above all else to valuing experiences and relationships with others. Students now take this knowledge of Scrooge’s shift and formulate a theme statement that identifies what Scrooge has learned through his experiences.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify a shift in what Scrooge values?</li> <li>● How well does the student determine a theme by explaining what the author teaches about a given topic?</li> <li>● How well does the student identify and explain at least two pieces of textual evidence that support a theme?</li> </ul>	<p><b>Edit and publish the final draft of an essay that answers the question: What does Dickens want us to understand about the business of being human?</b></p> <p><b>Culminating task connections:</b> Students enter the section with a clear understanding of Scrooge’s changed perspective of a person’s “business” in Stave V based on his interactions with multiple characters. Scrooge’s dialogue and actions in Stave V demonstrate that he has changed from valuing wealth above all else to valuing experiences and relationships with others. Students now take this knowledge of Scrooge’s shift and formulate a theme statement that identifies what Scrooge has learned through his experiences.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence. This prepares students to write a literary analysis.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify a shift in what Scrooge values?</li> <li>● How well does the student determine a theme by explaining what the author teaches about a given topic?</li> <li>● How well does the student identify and explain at least two pieces of textual evidence that support a theme?</li> <li>● How well does the student explain to what extent a theme is supported by Scrooge’s experiences/ interactions in the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>

	<ul style="list-style-type: none"> <li>● How well does the student explain to what extent a theme is supported by Scrooge’s experiences/ interactions in the text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	<ul style="list-style-type: none"> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>
Section Length	6 Lessons (26-31)	5 lessons, lesson 29 is optional
Additional Supports for Diverse Learners	<p><b>Additional support for writing a theme statement in Lesson 26</b></p>	<p><b>Additional Supports for SWSCDs:</b></p> <ul style="list-style-type: none"> <li>○ Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>○ Louisiana Connectors</li> <li>○ Essential Elements</li> <li>○ Student Response Modes</li> <li>○ IEP Goals</li> <li>○ Assistive Technology</li> </ul> <ul style="list-style-type: none"> <li>● Videos (e.g., Let’s Set the Context videos) or audio versions of the text.</li> <li>● Additional Supports for Diverse Learners specific for the unit and section.</li> <li>● English Language Arts Guidebook Reading Support to guide the level of support needed for students to access the text.</li> <li>● Word lists (e.g., passage-specific words and high frequency words) for student use in completing tasks.</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Permanent Product/Writing rubric to set expectations as appropriate.</li></ul> |
| <p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p> |  |  |  |

## Lesson Overview

Lesson Number	<i>Lesson 26: Analyze Theme and Its Development</i>		Modified Lesson Overview
Description	In this lesson, students will identify a theme of <i>A Christmas Carol</i> . Students also respond to text dependent questions and select evidence to support their analysis.		In this lesson, students will identify a theme of <i>A Christmas Carol</i> . Students also respond to text dependent questions and select evidence to support their analysis. <b>LC.RL.7.1b</b> Use two or more pieces of textual evidence to support conclusions, or summaries of text. <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.
Let's Express Our Understanding	Respond to the question on the analyzing theme handout: Select a theme from <i>A Christmas Carol</i> . How does Scrooge's changing views about his "business" help to develop this theme?		Respond to the question on the analyzing theme handout: Select a theme from <i>A Christmas Carol</i> . How does Scrooge's changing views about his "business" help to develop this theme?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Scrooge changed perspective in regard to "business" develop a theme in the text?</li> <li>● Can students explain how authors use character interactions and experiences to convey a theme?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how Scrooge changed perspective in regard to "business" develop a theme in the text?</li> <li>● Can students explain how authors use character interactions and experiences to convey a theme?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Chart paper and marker (1 per group)</li> <li>● The character analysis handout</li> <li>● The analyze theme handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:               <ul style="list-style-type: none"> <li>● <i>Read aloud texts and chapter books</i></li> <li>● <i>Interactive white board</i></li> </ul> </li> </ul>

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

Lesson Number	<i>Lesson 27: Write and Revise a Claim, Identify a Counterclaim, Gather Evidence</i>		Modified Lesson Overview
Description	<p>In this lesson, students will write a thesis for their culminating writing task. Students will also provide and receive peer feedback in order to revise their claims, and gather text evidence to support their claims.</p>		<p>In this lesson, students will write a thesis for their culminating writing task. Students will also provide and receive peer feedback in order to revise their claims, and gather text evidence to support their claims.</p> <p><b>LC.RL.7.1b</b> Use two or more pieces of textual evidence to support conclusions, or summaries of text.</p> <p><b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text.</p> <p><b>LC.W.7.4</b> Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).</p>
Let's Express Our Understanding	<p>Prepare to write the essay:</p> <ul style="list-style-type: none"> <li>● Gather and select the best evidence to support your claim.</li> <li>● Explain how your evidence supports the topic sentence of each paragraph and your claim.</li> <li>● Brainstorm ideas to hook your reader and conclude your essay.</li> </ul>		<p>Prepare to write the essay:</p> <ul style="list-style-type: none"> <li>● Gather and select the best evidence to support your claim.</li> <li>● Explain how your evidence supports the topic sentence of each paragraph and your claim.</li> <li>● Brainstorm ideas to hook your reader and conclude your essay.</li> </ul>
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students write a claim statement that captures what Dickens want us to understand about the “business” of being human?</li> <li>● Can students gather and select the best evidence to support their claim?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students write a claim statement that captures what Dickens want us to understand about the “business” of being human?</li> <li>● Can students gather and select the best evidence to support their claim?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● The culminating writing task directions</li> <li>● The culminating writing task rubric</li> <li>● The Painted Essay handout</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher Talk Moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of A Christmas Carol</li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

- The prepare to write your essay handout
- The analyze character and analyze theme handouts

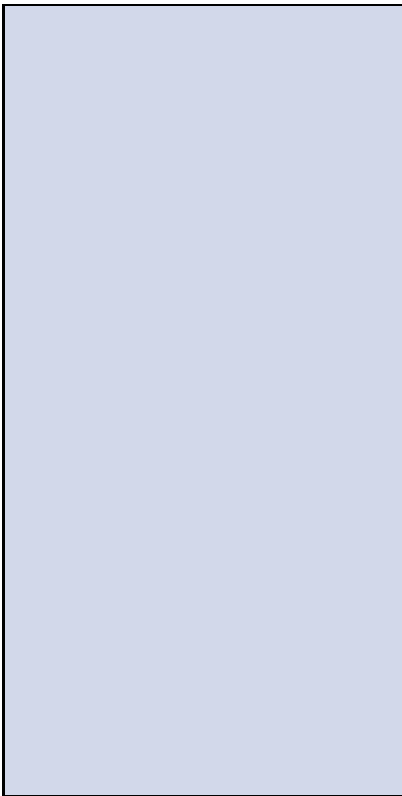
- Essential Elements Cards—[Grades 6-8 Informational Text \(LC.RL.7.2\)](#):

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



## Lesson Overview

Lesson Number	<i>Lesson 28: Culminating Writing Task: Writing a First Draft</i>		Modified Lesson Overview
Description	In this lesson, students continue engaging in the writing process to answer the prompt for the CWT. Students also develop a first draft of their essay.		In this lesson, students continue engaging in the writing process to answer the prompt for the CWT. Students also develop a first draft of their essay. <b>LC.RL.7.1b</b> Use two or more pieces of textual evidence to support conclusions, or summaries of text. <b>LC.RL.7.2b</b> Analyze the development of the theme or central idea over the course of the text. <b>LC.RL.7.6</b> Compare and contrast the points of view of different characters in the same text.
Let's Express Our Understanding	Write a draft response to the culminating writing task prompt: What does Dickens want us to understand about the business of being human?		Write a draft response to the culminating writing task prompt: What does Dickens want us to understand about the business of being human?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify a possible counterclaim: What might other people view as our “business” that is different than what Dickens conveys?</li> <li>● Can students organize information into logical and effectively organized paragraphs?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students identify a possible counterclaim: What might other people view as our “business” that is different than what Dickens conveys?</li> <li>● Can students organize information into logical and effectively organized paragraphs?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Notebook paper</li> <li>● The culminating writing task directions</li> <li>● The culminating writing task rubric</li> <li>● The Painted Essay handout</li> <li>● The prepare to write your essay handout</li> <li>● The analyze character</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation Stems</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.2)</a>:               <ul style="list-style-type: none"> <li>● <i>Read aloud texts and chapter books</i></li> </ul> </li> </ul>



and analyze theme handouts

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

## Lesson Overview

Lesson Number	<i>Lesson 29: Give/Receive Peer Feedback, Revise Your Culminating Writing Task</i>		Modified Lesson Overview
Description	In this lesson, students will give and receive peer feedback on their draft essays and revise their essays.		Lesson Optional
Let's Express Our Understanding	Revise your essay based on your feedback discussion with your partner.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how a peer's essay can be strengthened using the CWT directions and rubric criteria?</li> <li>● Can students work collaboratively to revise writing?</li> </ul>		
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Three different colored highlighters</li> <li>● The culminating writing task directions</li> <li>● The culminating writing task rubric</li> <li>● The Painted Essay handout</li> <li>● A completed draft of the essay</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	

## Lesson Overview

Lesson Number	<i>Lesson 30: Edit and Prepare to Publish Your Culminating Writing Task Essay</i>		Modified Lesson Overview
Description	In this lesson, students continue engaging writing process to answer the prompt for the CWT. Students also edit and publish their draft essays.		In this lesson, students continue engaging writing process to answer the prompt for the CWT. Students also edit and publish their draft essays. <b>LC.RL.7.10b</b> Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
Let's Express Our Understanding	Review your partner's feedback and edit your essay. Edit and publish the final draft of your essay.		Review your teacher's feedback and edit your essay. Edit and publish the final draft of your essay.
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students use an exemplar to identify opportunities to add words, phrases, and/or clauses to strengthen connections between ideas?</li> <li>● Can students use peer feedback and the culminating writing task rubric to publish final drafts?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students use an exemplar to identify opportunities to add words, phrases, and/or clauses to strengthen connections between ideas?</li> <li>● Can students use peer feedback and the culminating writing task rubric to publish final drafts?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens		<i>A Christmas Carol</i> by Charles Dickens
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● A highlighter</li> <li>● Original manuscript of <i>A Christmas Carol</i> with Dickens' revisions</li> <li>● The culminating writing task directions</li> <li>● The culminating writing task rubric</li> <li>● A completed draft of the essay</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher Talks Moves</li> </ul>	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> <li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.10b)</a>: <ul style="list-style-type: none"> <li>○ <i>Suggested Supports and Scaffolds:</i> <ul style="list-style-type: none"> <li>● <i>Reflective journals</i></li> </ul> </li> </ul> </li> </ul>

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|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• <i>Coding sheets</i></li><li>• <i>Pencils/notebooks</i></li><li>• <i>Chapter books</i></li><li>• <i>Read aloud texts</i></li><li>• <i>Interactive white board</i></li><li>• <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i></li><li>• <i>Graphic organizers</i></li><li>• <i>Highlight and review unfamiliar words in the text.</i></li><li>• <i>Preview of the text, illustrations, and details, frontloading</i></li><li>• <i>Pictures, objects, or tactile representations to illustrate the key details</i></li><li>• <i>Sentence strips that reflect text from the story that supports the key details</i></li><li>• <i>Videos or story boards/cards of the story for visual supports</i></li><li>• <i>Picture icons on graphic organizers to support non-readers and visual learners</i></li><li>• <i>Peer support, collaborative grouping</i></li><li>• <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i></li><li>• <i>Pre-program responses into assistive technology devices to facilitate student participation in discussions.</i></li></ul> |
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## Lesson Overview

Lesson Number	<i>Lesson 31: Compare Dickens' Novel with a Film Adaptation</i>		Modified Lesson Overview
Description	In this lesson, students will compare and contrast scenes from a film adaptation of <i>A Christmas Carol</i> with Dickens' novel and analyze the film medium's portrayal of the ideas in the text. Students also respond to text dependent questions and select evidence to support their analysis.		In this lesson, students will compare and contrast scenes from a film adaptation of <i>A Christmas Carol</i> with Dickens' novel and analyze the film medium's portrayal of the ideas in the text. Students also respond to text dependent questions and select evidence to support their analysis. <b>LC.RL.7.7a</b> Compare and contrast a story, drama, or poem when presented in two different mediums.
Let's Express Our Understanding	Conduct a whole-class discussion to answer the questions: What differences did you notice between the content in the film and text version? What are the effects of those differences? How does the film version use audio and visual elements? What are the effects of these elements?		Conduct a whole-class discussion to answer the questions: What differences did you notice between the content in the film and text version? What are the effects of those differences? How does the film version use audio and visual elements? What are the effects of these elements?
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how directors use audio and visual elements to convey important ideas and moods in film?</li> <li>● Can students explain differences that they notice between the text and film in using audio and visual elements to help convey Scrooge's feelings and the mood?</li> </ul>		<ul style="list-style-type: none"> <li>● Can students explain how directors use audio and visual elements to convey important ideas and moods in film?</li> <li>● Can students explain differences that they notice between the text and film in using audio and visual elements to help convey Scrooge's feelings and the mood?</li> </ul>
Text(s)	<i>A Christmas Carol</i> by Charles Dickens <i>A Christmas Carol</i> directed by Brian Desmond Hurst		<i>A Christmas Carol</i> by Charles Dickens <i>A Christmas Carol</i> directed by Brian Desmond Hurst
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The compare and contrast text and film handout</li> <li>● The conversation stems handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talk moves</li> </ul>	Additional Supports for SWSCDs: <ul style="list-style-type: none"> <li>● Original and <a href="#">adapted version</a> of <i>A Christmas Carol</i></li> <li>● <a href="#">Student Response Modes</a></li> <li>● <a href="#">Adapting Lesson Plans</a></li> <li>● Images, phrases, sentences representing key concepts covered in the lesson</li> <li>● Vocabulary words and student-friendly definitions</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>● Essential Elements Cards—<a href="#">Grades 6-8 Informational Text (LC.RL.7.7a)</a>:<ul style="list-style-type: none"><li>○ Suggested Supports and Scaffolds:<ul style="list-style-type: none"><li>● Book and film about the same story</li><li>● Graphic organizer</li><li>● Read aloud texts</li><li>● Interactive white board</li><li>● Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</li><li>● Highlighted text</li><li>● Preview of the text, illustrations, and details, frontloading</li><li>● Pictures, objects, or tactile representations to illustrate the key details</li><li>● Sentence strips that reflect text from the story that supports the key details</li><li>● Videos or story boards/cards of the story for visual supports</li><li>● Picture icons on graphic organizers to support non-readers and visual learners</li><li>● Peer support, collaborative grouping</li><li>● Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</li></ul></li></ul></li></ul> |
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## Section Overview

Section Number	Section 9	Modified Section Overview
Description	A Christmas Carol	Omit this section
Assessment	<p><b>Conduct a whole-class discussion to answer the questions: What theme(s) are shared across all three texts (“Treasure,” <i>Carol</i>, “Magi”)? How do the characters’ experiences and perspectives support the theme(s)? Cite text evidence.</b></p> <p><b>Culminating task connections:</b> Students continue to develop the ability to formulate theme statements based on character interactions in a fictional text. Students use their knowledge of the lessons Scrooge learned about what he should value and compare his lessons to characters in other fictional texts in the unit to identify a theme that applies to all. In all of the texts, the main characters have experiences that change their perspective or thinking about something. For example, Greg’s encounter with Lemon helps him understand his father’s love for him; Scrooge’s interactions and experiences with the Ghosts change his perspective on what matters in life; Della and Jim sacrifice their prized possessions for each other to realize how deeply they love one another and how they do not need material goods.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence.</p> <p><b>Reading/Knowledge Look Fors:</b></p>	



	<ul style="list-style-type: none"> <li>• How well does the student identify a common theme that the unit fiction texts (“Treasure,” <i>Carol</i>, “Magi”) all share related to the idea of giving/sacrificing for others?</li> <li>• How well does the student explain how the main characters’ experiences and changing perspectives support the theme’s development in each text?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>• How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>• How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>• How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 Lessons (32-33) 0 lessons	
Additional Supports for Diverse Learners	<b>Before the Section:</b>	<b>During the Section:</b>
	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.	

**Lesson Overview**

Lesson Number	<i>Lesson 32: Summarize "Gift of the Magi" and Analyze the Impact of Description and Setting on Characterization</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will read and summarize the plot of "The Gift of the Magi" and analyze the author's use setting and how it impacts characterization in the text. Students also respond to text dependent questions and select evidence to support their analysis.		<i>Omit this lesson</i>
Let's Express Our Understanding	Write a response to the question on the split-page notes, drawing upon your partner reading and the class discussion: How does O. Henry's use of description and setting impact our understanding of Jim and Della?		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students describe the setting and develop a claim about how the setting contributes to Jim and Della's characterization?</li> <li>● Can students explain how the setting contributes to the meaning of the text?</li> </ul>		
Text(s)	<i>"The Gift of the Magi" by O. Henry</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The summary handout</li> <li>● The split-page notes handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● <a href="#">Audio Version</a> of <i>A Christmas Carol</i></li> <li>● Conversation Stems</li> </ul>	

## Lesson Overview

Lesson Number	<i>Lesson 33: Determine a Theme of "The Gift of the Magi," Identify a Shared Theme Across Three Fiction Texts</i>		<b>Modified Lesson Overview</b>
Description	<p>In this lesson, students will reread excerpts of "The Gift of the Magi," and gather evidence related to character perspectives, actions, and lessons learned to determine a theme of the text. Students will compare and contrast themes across the three fictional texts that they have read in the unit. Students also respond to text dependent questions and select evidence to support their analysis.</p>		Omit this lesson
Let's Express Our Understanding	<p>Conduct a whole-class discussion to answer the questions: What theme(s) are shared across all three texts? How do the characters' experiences and perspectives support the theme(s)? Cite text evidence.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify a common theme that the unit fiction texts ("Treasure," <i>Carol</i>, "Magi") all share related to the idea of giving/sacrificing for others?</li> <li>● Can students explain how the main characters' experiences and changing perspectives contribute to the theme's development in each text during discussion?</li> </ul>		
Text(s)	<p><i>"The Gift of the Magi" by O. Henry</i>  <i>A Christmas Carol</i> directed by Brian Desmond Hurst</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● The analyze theme handout for "The Gift of the Magi"</li> <li>● The compare and contrast text and film handout</li> <li>● The conversation stems handout</li> <li>● The analyze theme</li> </ul>	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> <li>● Conversation Stems</li> <li>● Teacher talk moves</li> </ul>	

	handout for “The Treasure of Lemon Brown” and <i>A Christmas Carol</i>		

### Section Overview

Section Number	10 - Cold-Read Task	Modified Section Overview
Description	A Christmas Carol	Omit this cold-read task
Assessment	<p><b>After reading “<i>The Eighth Tuesday We Talk About Money</i>” from <i>Tuesdays with Morrie</i> by Mitch Albom, write a multiparagraph essay that explains how Albom distinguishes Morrie’s point of view from his own as well as from others mentioned in the selection, such as Ted Turner, who claim that “more is good.” Use effective transitions and cite evidence from the selection to support your response. Be sure to observe the conventions of standard English.</b></p> <p><b>Culminating task connections:</b> Students write an additional literary analysis essay focused on what a person or character values, similar to the CWT. The essay prompt ties back to section 6 when students analyzed what brings a person more happiness: valuing possessions or valuing relationships and experiences. Students compare and contrast the perspectives of characters in a text</p>	

	<p>who value different things and explain how the author distinguishes their points of view.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the central idea of “The Eighth Tuesday We Talk About Money”?</li> <li>● How well does the student determine how Albom distinguishes Morrie’s point of view from his own as well as from others mentioned in the selection, such as Ted Turner?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> <li>● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	2 Lessons (34-35)	0 lessons
Additional Supports for Diverse Learners	<b>Before the Section:</b>	<b>During the Section:</b>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

## Lesson Overview

Lesson Number	<i>Lesson 34: Cold-Read Task, Multiple Choice Questions</i>		Modified Lesson Overview
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text through responding to multiple choice questions.		Omit this lesson
Let's Express Our Understanding	<p>Students are given approximately 35 minutes to read the text and answer questions 1-5:</p> <ul style="list-style-type: none"> <li>● What meaning is implied by the word <i>smokescreen</i> in paragraph 22? How does Albom's use of the word <i>smokescreen</i> impact the tone of the passage?</li> <li>● Which sentence best states the central idea of "The Eighth Tuesday We Talk About Money"? Which detail from the text best supports your answer?</li> <li>● How does the statement, "These were people so hungry for love that they were accepting substitutes," support Morrie's thoughts on money? Which detail from the text best supports your answer?</li> <li>● Which sentence best explains how Ted Turner's quote, "I don't want my tombstone to read, "I never owned a network," is important to the development of ideas in "The Eighth Tuesday We Talk About Money"?</li> <li>● Which statement best describes how Albom develops Morrie's point of view throughout the selection?</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students identify the central idea of "The Eighth Tuesday We Talk About Money"?</li> <li>● Can students determine how Albom develops Morrie's point of view throughout the selection?</li> </ul>		
Text(s)	<i>"The Eighth Tuesday We Talk About Money" from Tuesdays with Morrie by Mitch Albom</i>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> <li>● Cold-read task items</li> </ul>	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"><li>• Cold-read task answer sheet</li></ul>		

## Lesson Overview

Lesson Number	<i>Lesson 35: Cold-Read Task, Essay Response</i>		Modified Lesson Overview
Description	In this lesson, students demonstrate their ability to read, understand, and express understanding of a new text by writing a multi-paragraph essay.		Omit this lesson
Let's Express Our Understanding	Students are given approximately 35 minutes to answer question 6: Write a multiparagraph essay that explains how Albom distinguishes Morrie's point of view from his own as well as from others mentioned in the selection, such as Ted Turner, who claim that "more is good." Use effective transitions and cite evidence from the selection to support your response. Be sure to observe the conventions of standard English.		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop a claim that addresses how Albom distinguishes Morrie's point of view from his own as well as from others mentioned in the selection, such as Ted Turner?</li> <li>● Can students organize information into logical and effectively organized paragraphs?</li> </ul>		
Text(s)	"The Eighth Tuesday We Talk About Money" from Tuesdays with Morrie by Mitch Albom		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Cold-read task items</li> <li>● Cold-read task answer sheet</li> </ul>	Possible Supports During the Lesson:	



## Section Overview

Section Number	11 - Extension Task	Section Overview
Description	A Christmas Carol	<i>Omit this section</i>
Assessment	<p><b>Students conduct research and write a formal report explaining how Dickens has influenced our culture.</b></p> <p><b>Culminating task connections:</b>            Students continue develop their ability to organize a formal piece of writing into appropriate paragraphs, similar to the CWT. Each aspect of their research - adaptations to Dickens’ works, his influence on Christmas traditions, and his influence on our language - will become a body paragraph of the essay. Each body paragraph will have a topic sentence, three pieces of evidence, and explanation to demonstrate how Dickens has influenced our culture. The essay will also have an introduction and conclusion.</p> <p>Students also demonstrate their ability to form a claim, develop a response, and cite textual evidence.</p> <p><b>Reading/Knowledge Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student identify the ways in which Dickens has influenced culture?</li> <li>● How well does the student explain how Dickens has influenced our culture?</li> </ul> <p><b>Writing/ELA Skill Look Fors:</b></p> <ul style="list-style-type: none"> <li>● How well does the student credit their ideas by citing their research sources using MLA format?</li> <li>● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?</li> </ul>	

	<ul style="list-style-type: none"> <li>• How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts, support claims, and develop ideas?</li> <li>• How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?</li> </ul>	
Section Length	8 Lessons (36-43)	0 lessons
Additional Supports for Diverse Learners	<b>Before the Section:</b>	<b>During the Section:</b>
	<p>The <a href="#">Supports Flow Chart</a> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

**Lesson Overview**

Lesson Number	<i>Lesson 36: Introduce the Extension Task, Summarize an Article, Develop Research Questions</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will engage in a jigsaw activity to read and summarize an article about Dickens’ influence on the modern world and develop research questions in preparation for their extension task report. Students also draft questions for research.		Omit lesson
Let’s Express Our Understanding	Reread the extension task directions and reflect on what you learned from your reading and gallery walk today. Draft at least one question for each aspect of the task that you will research (i.e., references to Dickens’ work, influence on Christmas, and introduction of language).		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Dickens has influenced our society?</li> <li>● Can students engage actively when participating in a jigsaw and gallery walk?</li> </ul>		
Text(s)	“Charles Dickens: Six Things He Gave the Modern World” Article		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Chart paper and markers (1 per group)</li> <li>● Extension task directions</li> <li>● The research handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 37: Refine Your Research Question, Identify Search Terms, and Assess the Credibility of Sources</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will refine their research questions, identify search terms, and assess the credibility of sources.		Omit lesson
Let's Express Our Understanding	Conduct research to find sources that share information related to your research question: <ul style="list-style-type: none"> <li>● Find at least two credible sources related to your question.</li> <li>● Skim the source and make notes on your research handout to include the title, location, and gist.</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop research questions that are complex, clear, and focused?</li> <li>● Can students locate credible and relevant sources?</li> </ul>		
Text(s)	Research texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● The research handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	

**Lesson Overview**

Lesson Number	<i>Lesson 37: Refine Your Research Question, Identify Search Terms, and Assess the Credibility of Sources</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will refine their research questions, identify search terms, and assess the credibility of sources.		<i>Omit lesson</i>
Let's Express Our Understanding	Conduct research to find sources that share information related to your research question: <ul style="list-style-type: none"> <li>● Find at least two credible sources related to your question.</li> <li>● Skim the source and make notes on your research handout to include the title, location, and gist.</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students develop research questions that are complex, clear, and focused?</li> <li>● Can students locate credible and relevant sources?</li> </ul>		
Text(s)	Research texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● The research handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	

## Lesson Overview

Lesson Number	<i>Lesson 38: Gather Evidence: Paraphrase and Quote Directly From Sources</i>		Modified Lesson Overview
Description	In this lesson, students will continue to conduct research for their extension task report by paraphrasing and quoting directly from sources.		Omit lesson
Let's Express Our Understanding	Read your sources and record notes in your Cornell notes handout. Include an MLA citation for each source. <ul style="list-style-type: none"> <li>● What important ideas are discussed in the excerpt?</li> <li>● How would you record these ideas in your own words?</li> <li>● Is there a quotation that seems important to include in your report?</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students gather and organize evidence from relevant sources?</li> <li>● Can students use the MLA citation resource to create a works cited citation for their sources?</li> </ul>		
Text(s)	Research texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● The research handout</li> <li>● The Cornell notes handout</li> <li>● The Avoiding Plagiarism handout</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talks moves</li> </ul>	

## Lesson Overview

Lesson Overview		
Lesson Number	<i>Lesson 39: Continue Research and Engage in Peer Review</i>	
Description	In this lesson, students will engage in peer review to evaluate the credibility and sufficiency of their evidence, and continue to research to gather additional evidence for their extension task essay.	Omit lesson
Let's Express Our Understanding	Continue reading your sources and using Cornell notes to paraphrase data and conclusions and identify direct quotations from the texts. As needed, identify additional sources to gather the evidence that you need for your report.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students gather and organize evidence from relevant sources?</li> <li>● Can students properly cite evidence from credible sources according to MLA guidelines?</li> </ul>	
Text(s)	Research texts	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task rubric</li> <li>● The Cornell notes handout</li> <li>● The extension task directions</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>

## Lesson Overview

Lesson Number	<i>Lesson 40: Outline Your Essay</i>		Modified Lesson Overview
Description	In this lesson, students will develop an outline for their extension task research report by selecting and organizing their evidence and drafting their explanation of that evidence.		Omit lesson
Let's Express Our Understanding	Exchange your organizer with a partner. Review and give feedback on the first body paragraph: <ul style="list-style-type: none"> <li>● Does the topic sentence respond to the first research task (i.e., references and adaptations to his works?)</li> <li>● How well does the selected evidence support the topic sentence?</li> <li>● Does the explanation show how the evidence helps to show Dickens' influence on society?</li> <li>● What questions or suggestions do you have?</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students select the strongest evidence (paraphrased and directly quoted) for each body paragraph?</li> <li>● Can students work collaboratively with a peer to improve writing?</li> </ul>		
Text(s)	Research texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● The research handout</li> <li>● The Cornell notes handout</li> <li>● The research report organizer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talks moves</li> </ul>	



## Lesson Overview

Lesson Overview		
Lesson Number	<i>Lesson 41: Draft Your Research Report</i>	
Description	In this lesson, students will draft a research report for their extension task using the outline they created in the previous lesson.	Omit lesson
Let's Express Our Understanding	Write a draft of your research report.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the impact Dickens had on modern culture?</li> <li>● Can students organize information into logical and effectively organized paragraphs?</li> </ul>	
Text(s)	Research texts	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● The research report organizer</li> <li>● Sentence frames handout</li> <li>● Notebook paper</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talks moves</li> </ul>

Lesson Overview		
Lesson Number	<i>Lesson 42: Give/Receive Peer Feedback, Revise Your Research Report</i>	
	<b>Modified Lesson Overview</b>	
Description	In this lesson, students will give and receive peer feedback on their draft essays and revise their essays. Students also draft a Works Cited page by organizing MLA citations.	Omit lesson
Let's Express Our Understanding	Draft a Works Cited page by organizing the MLA citations from your Cornell notes. Include a citation for each source you referenced in your essay, and list them in alphabetical order. If needed, use the Avoiding Plagiarism resource to draft a citation. Edit and publish a final draft of the essay.	
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain the impact Dickens had on modern culture?</li> <li>● Can students work collaboratively to revise writing?</li> </ul>	
Text(s)	Research texts	
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The extension task rubric</li> <li>● A completed draft of the essay</li> <li>● Three different color highlighters</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Teacher talks moves</li> </ul>

## Lesson Overview

Lesson Number	<i>Lesson 43: Engage in a Scholarly Discussion Using Textual Evidence</i>		<b>Modified Lesson Overview</b>
Description	In this lesson, students will engage in a scholarly, fishbowl discussion by making claims and using evidence from the unit texts to support their claims. Students also reflect on their contribution to the class discussion.		Omit lesson
Let's Express Our Understanding	Reflect on your and your partner's contributions and the class discussion as a whole. On the evidence chart, write: <ul style="list-style-type: none"> <li>● 3 things we did well</li> <li>● 2 things we can improve</li> <li>● 1 way the discussion impacted your thinking about the question</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students explain how Dickens has been an important influence on our culture and why?</li> <li>● Can students engage actively in a whole-class discussion?</li> </ul>		
Text(s)	Research texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● The extension task directions</li> <li>● The 3-2-1 reflection handout</li> <li>● Conversation stems</li> <li>● The research handout</li> <li>● The Cornell notes handout</li> <li>● Notebook paper</li> <li>● The research report organizer</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Conversation stems</li> <li>● Evidence sentence starters</li> <li>● Transitions</li> </ul>	



## Lesson Overview

Lesson Number	<i>Lesson 23: Engage in a Scholarly Discussion Using Text Evidence</i>		Modified Lesson Overview
Description	In this lesson, students will engage in a scholarly, fishbowl discussion by making claims and using evidence from the unit texts to support their claims. Students also reflect on their contribution to the class discussion.		Omit this lesson
Let's Express Our Understanding	Reflect on your and your partner's contributions and our class discussion as a whole. On the evidence chart, write: <ul style="list-style-type: none"> <li>● 3 things we did well</li> <li>● 2 things we can improve</li> <li>● 1 way the discussion impacted your thinking about the question</li> </ul>		
Lesson Look-Fors	<ul style="list-style-type: none"> <li>● Can students defend and support their claims with evidence from the text?</li> <li>● Can students reflect on their performance and the performance of their peers in a meaningful way?</li> </ul>		
Text(s)	<ul style="list-style-type: none"> <li>● "The Treasure of Lemon Brown" by Walter Dean Myers</li> <li>● "Do Experiences or Material Goods Make Us Happier?" Article</li> <li>● "Study: Experiences Make Us Happier than Possessions" Article</li> <li>● <i>A Christmas Carol</i> by Charles Dickens</li> </ul>		
Materials	Lesson Materials: <ul style="list-style-type: none"> <li>● Conversation stems</li> </ul>	Possible Supports During the Lesson: <ul style="list-style-type: none"> <li>● Transitions</li> <li>● Evidence sentence starters</li> </ul>	



## 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](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](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](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>



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- 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.