

Grade 7, Unit 3 - *Behind the Scenes*

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



The Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities were created 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 these students to participate in an inclusive and least restrictive environment. This DRAFT version of the Companion Resources is being made available for Teacher Leader Summit training purposes only; the full set of Companion Resources will be made available prior to the start of AY 2020-2021.

Grade 7, Unit 3 - *Behind the Scenes*

Unit Overview		
Grade	7	Modified Unit Overview
Guidebook Text	<i>Behind The Scenes</i>	Original and adapted versions of <i>Behind the Scenes</i>
Unit Description	We will read <i>Behind the Scenes</i> by Elizabeth Keckley and a series of related literary and informational texts to explore the question: <i>How do different perspectives of the same event differ?</i> We will express our understanding through an essay that analyzes the author’s position on slavery and Mrs. Lincoln.	Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>Behind the Scenes</i> by Elizabeth Keckley to explore the question: <i>How do different perspectives of the same event differ?</i> To address this question, students will create a permanent product to explain Keckley’s positions on both slavery and Mrs. Lincoln.
Essential Question	<i>How do different perspectives of the same event differ?</i>	<i>How do different perspectives of the same event differ?</i>
Culminating Task	<p>In the Preface to her memoir <i>Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House</i>, Elizabeth Keckley discusses two topics, slavery and Mrs. Lincoln. What is Keckley’s position on slavery? What is her position on Mrs. Lincoln? How does she develop and support her position on each topic?</p> <p>To answer these questions:</p> <ul style="list-style-type: none"> ● Review the excerpts read in class for examples and quotations related to Keckley’s position on slavery and Mrs. Lincoln. ● Determine Keckley’s position on each topic. ● Examine how Keckley develops and supports her position on each topic, considering both the Preface and the excerpts from her memoir. 	<p>In the Preface to her memoir <i>Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House</i>, Elizabeth Keckley discusses two topics, slavery and Mrs. Lincoln. Create a permanent product to explain Keckley’s positions on both slavery and Mrs. Lincoln. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Review the excerpts read in class for examples and quotations related to Keckley’s position on slavery and Mrs. Lincoln. ● Consider the unique relationship Keckley had with Mrs. Lincoln and how it affected her position on the first lady. ● Consider Keckley’s background as a slave and how it affected her position on slavery. ● Identify Keckley’s position on slavery. ● Identify her position on Mrs. Lincoln. ● Describe how she develops and supports her position on

	<ul style="list-style-type: none"> ● Consider the unique relationship Keckley had with Mrs. Lincoln and how it affected her position on the first lady. ● Consider Keckley’s background as a slave and how it affected her position on slavery. ● Collect text evidence to support your claims. <p>Write an essay explaining Keckley’s positions on both slavery and Mrs. Lincoln. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>	<p>each topic, considering both the Preface and the excerpts from her memoir.</p> <p>Your permanent product should develop an argument for a claim related to slavery and an argument related to a claim related to Mrs. Lincoln. 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	10 sections, 43 lessons	8 sections, 28 lessons

Assessment Overview

Guidebook Assessment Overview

Modified Assessment Overview

Culminating Writing Task

Students write a multiparagraph essay in response to the prompt: In the Preface to her memoir *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*, Elizabeth Keckley introduces two topics, slavery and Mrs. Lincoln. What is Keckley's position on slavery and Mrs. Lincoln? How does she develop and support her position on each topic?

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

In the Preface to her memoir *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*, Elizabeth Keckley discusses two topics, slavery and Mrs. Lincoln. Create a permanent product to explain Keckley's positions on both slavery and Mrs. Lincoln. In order to do this, students will:

- Review the excerpts read in class for examples and quotations related to Keckley's position on slavery and Mrs. Lincoln.
- Consider the unique relationship Keckley had with Mrs. Lincoln and how it affected her position on the first lady.
- Consider Keckley's background as a slave and how it affected her position on slavery.
- Identify Keckley's position on slavery.
- Identify her position on Mrs. Lincoln.
- Describe how she develops and supports her position on each topic, considering both the Preface and the excerpts from her memoir.

Your permanent product should develop an argument for a claim related to slavery and an argument related to a claim related to Mrs. Lincoln. 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	<p>Students read an excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> and “Letter from Frederick Douglass to Harriet Tubman, 1868.” Then students answer a combination of questions.</p>	<ul style="list-style-type: none"> -Assessment -Answer Key -Answer Sheet -Grades 6-8 writing rubric 	<p><u>Task is optional</u></p>
Extension Task	<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. Students present their ideas in a brief multimedia presentation.</p>	<ul style="list-style-type: none"> -Extension task directions -Exemplar student response (plan) -Exemplar student response (presentation) -Presentation rubric 	<p><u>Task is optional</u></p>

Section Overview

Section Number	Modified Section Overview	
Section 1		
Description	Behind the Scenes	<p>Original and <u>adapted versions</u> of Behind the Scenes" Link to the adapted version https://docs.google.com/document/d/1AfbfSY8aKkgIGzgxA_UF01wnQKmo1_R-/edit</p>
Assessment	<p>Students choose one sentence containing a claim about slavery from their slavery claim chart, and explain it thoroughly. Using evidence in the form of direct quotations from the text.</p> <p>-What does the author mean by the statement? -How does she support her claim?</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Keckley’s claims about slavery in the Preface of <i>Behind the Scenes</i> by analyzing and explaining her claims. This prepares students to analyze Keckley’s development of the claims throughout the text.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze Keckley’s claims about slavery? ● How well does the student identify Keckley’s claims about slavery? <p>Writing/ELA Skill Look Fors:</p>	<p>Students choose one sentence from their slavery claim chart and describe the meaning of the claim in their own words. Then, when presented with specific sections of the text, students identify text-based evidence including details and direct quotations to support the claim.</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Keckley’s claims about slavery in the Preface of <i>Behind the Scenes</i> by analyzing each claim and then explaining it. This prepares students to analyze Keckley’s development of the claims through specific sections of the text.</p> <p>Students also demonstrate their ability to develop a claim and support the claim using quotations from the text develop in a response and use conventions to produce clear writing. This prepares students to write a structured essay about the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student understand Keckley’s ideas about slavery? ● How well does the student identify Keckley’s ideas about slavery? <p>Writing/ELA Skill Look Fors:</p>

	<ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support the author’s claim? ● How well does the student determine the meaning of words and phrases used in the text? 	<ul style="list-style-type: none"> ● How well does the student include quotations from the text to develop ideas and logically group ideas to support the author’s claim? ● How well does the student match the meaning of words and phrases used in the text?
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> -Support for Foundational Skills -Support for Foundational Skills <ul style="list-style-type: none"> -Fluency Task -Excerpt from <i>Behind the Scenes</i> -Support for Knowledge Demands -Let’s Set the Context video - https://learnzillion.com/lesson_plans/21956-causes-of-the-civil-war/ https://learnzillion.com/lesson_plans/22136-abraham-lincoln-s-presidency/ -Prior to reading <i>The People Could Fly</i>: <ul style="list-style-type: none"> -Discuss folktales -Discuss cultural norms 	<p>During the Section:</p> <ul style="list-style-type: none"> -Support for Language <ul style="list-style-type: none"> -Protocol for Explicitly Teaching Vocabulary -Vocabulary Task for “liberty” -Language Link Lessons 1-6 -Mentor sentences -Support for Meaning -Additional text-dependent questions for Lessons 1 and 3 <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>Behind the Scenes</i> ● Essential Elements Cards – <u>Grades 6-8 Informational Text</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response <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</p>

as needed when implementing each lesson.

Lesson Overview

Lesson Overview			
Lesson Number	<i>Lesson 1: Meet the author</i>		Modified Lesson Overview
Description	In this lesson, students become familiar with the author, Elizabeth Keckley, and the text. Students also examined the meaning of unknown words and rewording sentences.		In this lesson, students become familiar with the author, Elizabeth Keckley, and the text. <ul style="list-style-type: none"> • 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 (LC.RI.7.6). • 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 (LC.RI.7.4a).
Let's Express Our Understanding	Revise this sentence replacing the underlined words with different words of your own choosing. -The words that you choose should have the same meaning as the bold words.		Revise the sentence from the lesson by replacing the underlined words with different words that have the same meaning.
Lesson Look-Fors	Can students determine the meaning of unknown words? Can students reword sentences by using words with the same meaning?		Can students determine the meaning of unknown words? Can students replace a word with a word with the same meaning?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	-Colored pens or pencils -pens -Dictionary or internet access for online dictionary	-Guiding questions -Choral or echo reading -Group assigned words -Language Links	Additional Supports for SWSCDs: <ul style="list-style-type: none"> • Original and adapted version of "Behind the Scenes" Link to the adapted version

	<ul style="list-style-type: none"> -Reading log -Conversation stems learning tool -Transitions learning tool -Evidence sentence starters learning tool -Word display strategy guide -Teach talk moves strategy guide 	<p>-Additional text-dependent questions</p>	<p>https://docs.google.com/document/d/1AfbfSY8aKkgIGzgx_A_UF01wnQKmo1_R-/edit</p> <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information
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Lesson Overview			
Lesson Number	<i>Lesson 2: Identify claims</i>		Modified Lesson Overview
Description	In this lesson, students start a reading log they will use for the unit. Student will read a part of the preface to respond to clarifying questions and identify claims made by the author.		In this lesson, students start a reading log they will use for the unit. Students will read a part of the preface to respond to clarifying questions and identify claims made by the author. <ul style="list-style-type: none"> ● LC.RI.7.8a Identify an argument or claim that the author makes. ● LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence.
Let's Express Our Understanding	Select one sentence where the author is expressing an idea related to slavery. Rewrite it in your own words such that the author's claim about slavery is clear.		Using the given sentence where the author is expressing an idea related to slavery. Rewrite it in your own words such that the author's claim about slavery is clear or express what the author's claim is about slavery.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the author's claim? - Can students rewrite a sentence to make the claim clear? 		<ul style="list-style-type: none"> - Can students identify the author's claim from a selection of choices? - Can students restate a part of a sentence to make the claim clear?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Paired/partner reading 	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	<p>strategy guide</p> <ul style="list-style-type: none"> - Reading log - 4 Dividing tabs - Comprehension questions: preface handout - Teacher talk moves strategy guide - Conversation stems learning tool 	<ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Small Group instruction - Guiding Questions - Modeling Writing - Language Links 	<ul style="list-style-type: none"> ● Original and adapted version of "Behind the Scenes" Link to the adapted version https://docs.google.com/document/d/1AfbfSY8aKkg1Gzgx_A_UF01wnQKmo1_R-/edit ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.8): <ul style="list-style-type: none"> ○ Highlighted information within the text ○ Graphic organizers ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that reflect supporting details about the topic ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 3: Examine tone to determine theme</i>		Modified Lesson Overview
Description	In this lesson, students read “The People Could Fly,” by Virginia Hamilton to determine the themes from the story. Students will examine words and phrases to determine the author’s tone.		In this lesson, students read “The People Could Fly,” by Virginia Hamilton and as, needed an adapted version to determine the themes from the story. <ul style="list-style-type: none"> ● LC.RL.7.2a Determine the theme or central idea of a text. ● LC.RL.7.2b Analyze the development of the theme or central idea over the course of the text.
Let’s Express Our Understanding	Write a theme statement by completing this sentence: “With this story, the author wishes to say that ...”		Complete a theme statement by completing this sentence: “With this story, the author wishes to say that ...” from the choices of theme given.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the theme of the story? - Can students identify words and phrases to determine the author’s tone? 		<ul style="list-style-type: none"> - Can students identify the theme of the story? - Can students identify words and phrases to determine the author’s tone?
Text(s)	“The People Could Fly” by Virginia Hamilton		“The People Could Fly” by Virginia Hamilton
Materials	Lesson Materials: <ul style="list-style-type: none"> - Character description t-chart handout - Conversation stems learning tool - Reading Log - Accountable Talk Strategy Guide - Model adding word/phrase to the chart - Teacher talk moves strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Additional text-dependent questions 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● “The People Could Fly” by Virginia Hamilton original and adapted versions ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			<ul style="list-style-type: none">● Essential Elements Cards—Grades 6-8 Informational Text (LC.RL.7.2):<ul style="list-style-type: none">● <i>Read aloud texts and chapter books</i>● <i>Interactive white board</i>● <i>Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)</i>● <i>Graphic organizers</i>● <i>Highlighted text</i>● <i>Preview of the text, illustrations, and details, frontloading</i>● <i>Pictures, objects, or tactile representations to illustrate the key details</i>● <i>Sentence strips that reflect text from the story that supports the key details</i>● <i>Videos or story boards/cards of the story for visual supports</i>● <i>Picture icons on graphic organizers to support non-readers and visual learners</i>● <i>Peer support, collaborative grouping</i>● <i>Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding</i>
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Lesson Overview

Lesson Number	<i>Lesson 4: Compare and contrast fictional and nonfictional narratives</i>		Modified Lesson Overview
Description	In this lesson, students review theme statements from a previous lesson and analyze similarities and differences in ideas, messages, and purposes of the two narrative texts. Students will then write a brief compare/contrast piece of argumentative writing.		In this lesson, students review theme statements from a previous lesson and analyze similarities and differences in ideas, messages, and purposes of the two narrative texts. LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.
Let's Express Our Understanding	Compare and contrast "The People Could Fly" and Keckley's preface. You should address ideas, theme or message, and purpose.		Using a Venn-diagram compare and contrast "The People Could Fly" and Keckley's preface. You should address ideas, theme or message, and purpose.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the theme or message in both texts? - Can students produce a written response that clearly compare and contrasts the two texts? 		<ul style="list-style-type: none"> - Can students identify the theme or message in both texts by choosing from given themes? - Can students produce a venn-diagram that clearly compare and contrasts the two texts?
Text(s)	"The People Could Fly" by Virginia Hamilton <i>Behind the Scenes</i> by Elizabeth Keckley		"The People Could Fly" by Virginia Hamilton <i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Narrative H-Chart handout - Reading Logs - Conversation stem learning tool - Character description t-chart handout - Reading log strategy guide - Accountable talk 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go - ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● 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.RI.7.2):

	<p>strategy guide</p> <ul style="list-style-type: none">- Teacher talk moves strategy guide		<ul style="list-style-type: none">○ Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise○ Various informational Texts○ Interactive White Board .○ Graphic Organizers○ Individual copies of informational texts for each student○ Informational coding sheet for each student○ Read aloud texts○ Deliver content using multi-media○ Preview of the text, illustrations, and details, frontloading○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter text with the same key events or details
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Lesson Overview

Lesson Number	<i>Lesson 5: Continue to compare and contrast fictional and nonfictional narratives</i>		Modified Lesson Overview
Description	In this lesson, students read chapter 1 of <i>Behind the Scenes</i> by Elizabeth Keckley. Then students will compare Keckley’s experience with those in “The People Could Fly.”		In this lesson, students read chapter 1 of <i>Behind the Scenes</i> by Elizabeth Keckley. Then students will compare Keckley’s experience with those in “The People Could Fly.” <ul style="list-style-type: none"> ● LC.RI.7.9b Compare/contrast how two or more authors write about the same topic.
Let’s Express Our Understanding	Answer one of the following questions. Include evidence from the texts to support your answer. <ul style="list-style-type: none"> - What message is the author developing by this imagery? - Which ideas in this passage parallel those expressed in “The People Could Fly?” 		Answer the following question. Include evidence from the text to support your answer. <ul style="list-style-type: none"> - Identify one idea in this passage similar to that expressed in “The People Could Fly?”
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students compare the two texts to produce a written response? - Can students provide evidence such as details and examples from the text in their writing? 		<ul style="list-style-type: none"> - Can students create a permanent product to compare the two texts? - Can students provide evidence such as details and examples from the text in their venn-diagram?
Text(s)	“The People Could Fly” by Virginia Hamilton <i>Behind the Scenes</i> by Elizabeth Keckley		“The People Could Fly” by Virginia Hamilton <i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Vocabulary log - Choral or echo reading strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Student-friendly 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

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

Lesson Number	<i>Lesson 6: Identify and paraphrase claims</i>		Modified Lesson Overview
Description	<p>In this lesson, students will revisit quotes from paragraph 1 of the preface and paraphrase the author's claims related to slavery. Students will use these notes for the culminating writing task.</p>		<p>In this lesson, students will revisit quotes from paragraph 1 of the preface and paraphrase the author's claims related to slavery.</p> <ul style="list-style-type: none"> ● LC.RI.7.8a Identify an argument or claim that the author makes. ● LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence. ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
Let's Express Our Understanding	<p>Chose one sentence containing a claim about slavery from your slavery claim chart, and explain it thoroughly. Include evidence in the form of direct quotations from the text.</p> <ul style="list-style-type: none"> - What does the author mean by the statement? - How does she support her claim? 		<p>Given a claim about slavery from the slavery claim chart explain it thoroughly. Include evidence in the form of direct quotations from the text.</p> <ul style="list-style-type: none"> - What does the author mean by the statement? - How does she support her claim?
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students explain the author's claim about slavery? - Can students provide direct quotations from the text to support their explanation? 		<ul style="list-style-type: none"> - Can students explain the author's claim about slavery? - Can students provide direct quotations from the text to support their explanation?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Slavery claim chart - Reading log - Notes from Lesson 2 - Conversation stems learning tools - Teacher talk moves strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson

		<ul style="list-style-type: none">- Language Links- Model using in-text citations- Evidence sentence starters learning tool- Mini-lesson to model paraphrasing	<ul style="list-style-type: none">● Vocabulary words and student-friendly definitions● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.8a & b):<ul style="list-style-type: none">○ Highlighted information within the text○ Graphic organizers○ Pictures, objects or tactile representations to illustrate the topic, events or details○ Sentence strips that reflect supporting details about the topic○ Videos or story boards/cards of the story for visual supports○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Peer support, collaborative grouping
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Section Overview

Section Number	Section 2	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i>
Assessment	<p>Students write a response to this prompt: “Explain how the experiences of Keckley, Douglass, and the Crafts were similar or different. How did the presentation of events in each text contribute to your understanding of slavery as experienced by these individuals?”</p> <p>Culminating task connections: Students demonstrate their understanding of Keckley’s view of slavery by comparing her story to two other emancipated slaves. This prepares students to analyze how an author’s tone impacts the reader’s understanding of a text.</p> <p>Students also demonstrate their ability to write a thesis statement, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze Keckley’s experience as a slave? ● How well does the student compare and contrast Keckley, Douglass, and the Craft’s experience with slavery? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations into their essay writing? 	<p>Students write a response to this prompt: “Explain how the experiences of Keckley, Douglass, and the Crafts were similar or different. How did the presentation of events in each text contribute to your understanding of slavery as experienced by these individuals?”</p> <p>Culminating task connections: Students demonstrate their understanding of Keckley’s view of slavery by comparing her story to another emancipated slave, Frederick Douglass. This prepares students to analyze how an author’s tone impacts the reader’s understanding of a text.</p> <p>Students also demonstrate their ability to write a central idea, develop a response that shows the development of the central ideas over the course of the text, integrate quotations, and use conventions including to produce clear writing. This prepares students to write a multi-paragraph literary response.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student understand Keckley’s experience as a slave? ● How well does the student identify differences in Douglass and Keckley’s experiences with slavery? ● How well does the student compare and contrast Douglass and Keckley’s experiences with slavery?

	<ul style="list-style-type: none"> How well does the student support their claim with logical reasoning and relevant evidence from the texts? 	<p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student integrate quotations into their writing? How well does the student support their claim with logical reasoning and relevant evidence from the texts? 		
Section Length	7 lessons	5 lessons		
Additional Supports for Diverse Learners	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Before the Section:</p> <ul style="list-style-type: none"> -Support for Foundational Skills -Support for Reading Fluency -Fluency Task -“When Mom is Right, and Tells Police They’re Wrong” </td> <td style="width: 50%; padding: 5px;"> <p>During the Section:</p> <ul style="list-style-type: none"> -Support for Language -Protocol for Explicitly Teaching Vocabulary -Language Links for Lessons 7-13 -Mentor Sentences -Support for Meaning -Additional text-dependent questions for Lesson 7, 11 </td> </tr> </table>	<p>Before the Section:</p> <ul style="list-style-type: none"> -Support for Foundational Skills -Support for Reading Fluency -Fluency Task -“When Mom is Right, and Tells Police They’re Wrong” 	<p>During the Section:</p> <ul style="list-style-type: none"> -Support for Language -Protocol for Explicitly Teaching Vocabulary -Language Links for Lessons 7-13 -Mentor Sentences -Support for Meaning -Additional text-dependent questions for Lesson 7, 11 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and <u>adapted versions</u> of <i>Behind the Scenes</i> Essential Elements Cards – <u>Grades 6-8 Informational Text</u> Student Response Modes – <u>ELA</u> IEP Goals Assistive Technology Additional Supports for Diverse Learners –Section 01 of Grade 07 The Giver <u>English Language Arts Guidebook Reading Support</u> Word lists (e.g., passage- and or text-specific words and high frequency words) Writing rubric/criteria for development and evaluation of a response Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) <p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>
<p>Before the Section:</p> <ul style="list-style-type: none"> -Support for Foundational Skills -Support for Reading Fluency -Fluency Task -“When Mom is Right, and Tells Police They’re Wrong” 	<p>During the Section:</p> <ul style="list-style-type: none"> -Support for Language -Protocol for Explicitly Teaching Vocabulary -Language Links for Lessons 7-13 -Mentor Sentences -Support for Meaning -Additional text-dependent questions for Lesson 7, 11 			

Lesson Overview

Lesson Number	<i>Lesson 7: Read about Keckley's emancipation</i>		Modified Lesson Overview
Description	<p>In this lesson, students read a portion of chapter 3 from <i>Behind the Scenes</i> and discover how Keckley spent her early adult life. Students read about Keckley's relationship with family members and how she gained her freedom. Then, students will analyze additional passages that reveal her attitudes toward slavery.</p>		<p>In this lesson, students read a portion of chapter 3 from <i>Behind the Scenes</i> and discover how Keckley spent her early adult life.</p> <ul style="list-style-type: none"> ● 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. ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
Let's Express Our Understanding	<p>Complete the Attitude Toward Slavery chart using text excerpts taken from chapter 3 and the attitude communicated by the text (author's tone).</p>		<p>Complete the Attitude Toward Slavery chart using text excerpts taken from chapter 3 and the attitude communicated by the text (author's tone). Provide a list of attitude words to help students identify her attitude.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students locate evidence from chapter 3 that expresses Keckley's attitude towards slavery? - Can students explain the author's tone in chapter 3? 		<ul style="list-style-type: none"> - Can students locate evidence from chapter 3 that expresses Keckley's attitude towards slavery? - Can students identify the author's tone in chapter 3?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Attitude toward slavery handout - Reading log - Accountable talk strategy guide - Reading logs strategy guide - Paired/partner reading strategy guide - Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Student-friendly definition for difficult 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● 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.RI.7.6):

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

Lesson Number	<i>Lesson 8: Discover how imagery impacts meaning</i>		Modified Lesson Overview
Description	In this lesson, students read the remainder of chapter 3 from <i>Behind the Scenes</i> . They also examine vocabulary and figurative language to discuss its impact on meaning. Students will write an objective summary.		In this lesson, students read the remainder of chapter 3 from <i>Behind the Scenes</i> . <ul style="list-style-type: none"> ● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ● LC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text. ● LC.RI.7.2c Create an objective summary of a text.
Let's Express Our Understanding	Write a brief objective summary of events leading up to Elizabeth Keckley's legal emancipation.		Write a brief objective summary of events leading up to Elizabeth Keckley's legal emancipation.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students write an objective summary that includes only facts expressed by the author? - Can students identify events that lead to Keckley's emancipation? 		<ul style="list-style-type: none"> - Can students write an objective summary that includes only facts expressed by the author? - Can students identify events that lead to Keckley's emancipation?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Dictionary - Reading log - Accountable talk strategy guide - Reading logs strategy guide - Paired/partner reading strategy guide - Teacher talk moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Student-friendly 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	strategy guide	definition for difficult words	<ul style="list-style-type: none">● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.3):<ul style="list-style-type: none">○ Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters○ Blank timelines○ Various informational Texts○ Interactive White Board○ Peer support, collaborative grouping 8 Grades 6-8 Informational Text○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Repeated exposure to content and strategies○ Read aloud texts○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Color coded text○ Simpler or shorter text of the same content with the same key events or details
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Lesson Overview

Lesson Number	<i>Lesson 9: Read a second account of emancipation</i>		Modified Lesson Overview
Description	<p>In this lesson, students read an excerpt from Frederick Douglass’s autobiography, which describes how he orchestrated his own freedom from slavery. Students then write an objective summary that includes quotations from the text.</p>		<p>In this lesson, students read an excerpt from Frederick Douglass’s autobiography, which describes how he orchestrated his own freedom from slavery.</p> <p>LC.RI.7.2c Create an objective summary of a text.</p>
Let’s Express Our Understanding	<p>Summarize Douglass’s emancipation.</p> <ul style="list-style-type: none"> - Use your t-chart to discuss Douglass’s emancipation - Refer to evidence from the text in your discussion, including Douglass’s feelings. <p>For homework, student will use notes from today’s lesson to write an objective summary of Douglass’s emancipation in the notes section of their reading log.</p>		<p>Summarize Douglass’s emancipation.</p> <ul style="list-style-type: none"> - Use your t-chart to discuss Douglass’s emancipation - Refer to evidence from the text in your discussion, including Douglass’s feelings.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students orally summarize the text? - Can students write an objective summary that includes only facts expressed by the author? 		<ul style="list-style-type: none"> - Can students orally summarize the text using their list of facts from the text? - Can students identify only facts expressed by the author?
Text(s)	<p><i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p>		<p><i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - T- chart - Reading log - Accountable talk strategy guide - Reading logs strategy guide - Paired/partner reading strategy guide - Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Conversation stems 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	strategy guide	learning tool - Choral reading	<ul style="list-style-type: none">● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.2):<ul style="list-style-type: none">○ Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise○ Various informational Texts○ Interactive White Board .○ Graphic Organizers○ Individual copies of informational texts for each student○ Informational coding sheet for each student○ Read aloud texts○ Deliver content using multi-media○ Preview of the text, illustrations, and details, frontloading○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter text with the same key events or details
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Lesson Overview

Lesson Number	<i>Lesson 10: Compare and contrast emancipation stories</i>		Modified Lesson Overview
Description	<p>In this lesson, students compare and contrast the emancipation experiences of Keckley and Douglass. Student examine Douglass' attitudes about slavery and compare and contrast them with Keckley's, by gathering evidence, discussing, and writing. Students also examine relationships between slaves and slaveholder, and the attitudes of each writer toward slavery.</p>		<p>In this lesson, students compare and contrast the emancipation experiences of Keckley and Douglass.</p> <ul style="list-style-type: none"> ● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ● 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.
Let's Express Our Understanding	<p>How are the writers' attitudes toward slavery similar? Different? Provide explanations that are grounded in the text. Supply quotations or paraphrases as needed.</p>		<p>How are the writers' attitudes toward slavery similar? Different? Use a Venn Diagram to compare and contrast writers' attitudes.</p>
Lesson Look-Fors	<p>Can students identify similarities and differences in the authors' attitudes toward slavery? Can students provide evidence from the text to support their responses?</p>		<p>Can students identify similarities and differences in the authors' attitudes toward slavery? Can students provide evidence from the text to support their responses?</p>
Text(s)	<p><i>Behind the Scenes</i> by Elizabeth Keckley <i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p>		<p><i>Behind the Scenes</i> by Elizabeth Keckley <i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Compare and contrast emancipation stories handout - Reading log - Accountable talk strategy guide - Attitude toward slavery handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - LibriVox Audio recordings of A 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	<ul style="list-style-type: none"> - Conversation stems learning tool - Reading log strategy guide - Teacher talk moves strategy guide 	<p><i>Narrative on the Life of Frederick Douglass, an American Slave</i></p> <ul style="list-style-type: none"> - Guiding Questions - Language Links - Evidence sentence starters learning tool - Model in-text citations 	<ul style="list-style-type: none"> ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) ○ Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 11: Examine a third emancipation story</i>		Modified Lesson Overview
Description	<p>In this lesson, students read a third emancipation story, “The Great Escape From Slavery of Ellen and William Craft” and “The Value of Literacy to the Enslaved” to consider the impact literacy had on the ability of slaves to gain freedom. Students then write a summary of the Craft emancipation story.</p>		<p>In this lesson, students read a third emancipation story, “The Great Escape From Slavery of Ellen and William Craft” and “The Value of Literacy to the Enslaved” to consider the impact literacy had on the ability of slaves to gain freedom.</p> <p>LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <ul style="list-style-type: none"> ● 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.
Let’s Express Our Understanding	Write an objective summary of the events that lead up to the Crafts’ emancipation.		Identify the events that lead up to the Crafts’ emancipation.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students write an objective summary of events that lead to the Crafts’ emancipation? - Can students provide evidence from the text to support their summary? 		<ul style="list-style-type: none"> - Can students identify events that lead to the Crafts’ emancipation? - Can students provide evidence from the text to support their events?
Text(s)	<p>“The Great Escape From Slavery of Ellen and William Craft” by Marian Smith Holmes</p> <p>“The Value of Literacy to the Enslaved” from EDSITEment!</p>		<p>“The Great Escape From Slavery of Ellen and William Craft” by Marian Smith Holmes</p> <p>“The Value of Literacy to the Enslaved” from EDSITEment!</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Compare and contrast emancipation stories handout - Reading log - Accountable talk strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Student-friendly definition for difficult words - Guiding Questions - Language Links 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson

	<ul style="list-style-type: none"> - Paired/partner reading strategy guide - Conversation stems learning tool - Reading log strategy guide - Teacher talk moves strategy guide 	<ul style="list-style-type: none"> - Choral or echo reading - Additional text-dependent questions - Model in-text citations 	<ul style="list-style-type: none"> ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) ○ Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 12: Prepare to write an argument</i>		Modified Section Overview
Description	In this lesson, students analyze an argumentative writing prompt, review their notes to write a claim statement, and identify text evidence to support their argument.		<i>Optional</i>
Let's Express Our Understanding	<p>Explain how the experiences of Keckley, Douglass, and the Crafts were similar or different. How did the presentation of events in each text contribute to your understanding of slavery as experienced by these individuals?</p> <p>Complete the Compare and Contrast 3 Slavery Experiences handout.</p> <ul style="list-style-type: none"> - Enter your claim sentences in the first column. - Locate evidence from the texts that support your claims. - Explain how the evidence supports the claims. 		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students provide appropriate claims from each text? - Can students explain how evidence from the text supports the claim? 		
Text(s)	<p><i>Behind the Scenes</i> by Elizabeth Keckley</p> <p><i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass</p> <p>"The Great Escape From Slavery of Ellen and William Craft" by Marian Smith Holmes</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Compare and contrast emancipation stories handout - Reading log - Accountable talk strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Guiding Questions - Language Links - Model first row of chart 	

	<ul style="list-style-type: none">- Paired/partner reading strategy guide- Conversation stems learning tool- Reading log strategy guide- Teacher talk moves strategy guide		
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Lesson Overview

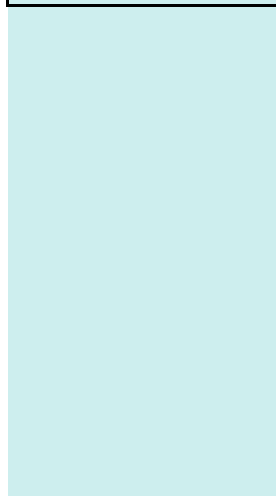
Lesson Number	<i>Lesson 13: Write an argument</i>		Modified Section Overview
Description	In this lesson, students write an argumentative essay in response to a writing prompt.		<i>Optional</i>
Let's Express Our Understanding	<p>Explain how the experiences of Keckley, Douglass, and the Crafts were similar or different. How did the presentation of events in each text contribute to your understanding of slavery as experienced by these individuals?</p> <ul style="list-style-type: none"> - Reread your essay. - Add any details that would help you prove your claims. - Correct any errors in grammar. 		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students explain each author's experience and how they are similar or different? - Can students write a grammatically correct response to a writing prompt? 		
Text(s)	<p><i>Behind the Scenes</i> by Elizabeth Keckley <i>A Narrative on the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass "The Great Escape From Slavery of Ellen and William Craft" by Marian Smith Holmes</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Compare and contrast emancipation stories handout 	<p>Lesson:</p> <ul style="list-style-type: none"> - Guiding Questions - Language Links - Model writing a claim 	

	<ul style="list-style-type: none"> - Reading log - Shared or interactive writing strategy guide - Reading log strategy guide - Teacher talk moves strategy guide 	<ul style="list-style-type: none"> statement - Writing or grammar mini-lesson - Transition learning tool - Evidence sentence starters learning tool 	
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Section Overview		
Section Number	Section 3	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i>
Assessment	<p>Students write a response to the writing prompt: “In a paragraph, explain the author’s purpose for writing and how the words and phrases in the preface to her memoir helps to develop the author’s attitude toward her topic and convey her purpose for writing. Include text evidence, and explain how it supports your claims.”</p> <p>Culminating task connections: Students demonstrate their understanding of the author's attitude (tone) towards her topic. This prepares students to analyze Keckley’s position on Mrs. Lincoln or slavery.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p>	<p>Students write a response to the writing prompt: “In a paragraph, explain the author’s purpose for writing and how the words and phrases in the preface to her memoir helps to explain the author’s point of view toward her topic and convey her purpose for writing. Include text evidence, and explain how it supports your claim.”</p> <p>Culminating task connections: Students demonstrate their understanding of the author's point of view towards her topic. This prepares students to analyze Keckley’s position on Mrs. Lincoln or slavery.</p> <p>Students also demonstrate their ability to develop a persuasive multi-paragraph response including a claim while creating an organizational structure in their persuasive writing in which ideas</p>

	<ul style="list-style-type: none"> ● How well does the student analyze the author’s tone toward her topic? ● How well does the student identify evidence that supported the author’s claim? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience ? 	<p>are logically grouped and support the claim with logical reasoning, relevant evidence, and quotations from the text to develop a response in which ideas are logically organized, and use conventions to produce clear writing. This prepares students to write a structured multi-paragraph essay that reveals the meaning of the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student understand the author’s point of view toward her topic? ● How well does the student match a claim with text evidence? ● How well does the student identify evidence that supported the author’s claim? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student create sentences to express and identify the author’s purpose for writing the preface? ● How well does the student integrate quotations while creating an organizational structure in their persuasive writing in which ideas are logically grouped to support the claim develop and support arguments and explanations? 	
Section Length	7 lessons	6 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> - Support for Foundational Skills - Support for Reading Fluency <ul style="list-style-type: none"> - Fluency Task - “The Ant and the Dove” 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> - Support for Language <ul style="list-style-type: none"> - Protocol for Explicitly Teaching Vocabulary - Vocabulary 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>Behind the Scenes</i> ● Essential Elements Cards – <u>Grades 6-8 Informational Text</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners –Section 01 of Grade 07 The Giver

	<p>-Support for Knowledge Demands</p> <p>-With lesson 14, provide support for the following background knowledge:</p> <p>-Image https://www.loc.gov/item/2017897844/of the White House in the 1860s</p> <p>-Images https://www.loc.gov/item/2017647870/of 1860s formal dresses</p>	<p>Task for “indifference”</p> <ul style="list-style-type: none"> - Language Links Lessons 14 and 15 - Support for Meaning <ul style="list-style-type: none"> - Additional text-dependent questions for Lesson 14 	<ul style="list-style-type: none"> ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
<p>The <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 14: Read and summarize</i>		Modified Lesson Overview
Description	In this lesson, students read excerpts from chapters 5, 6, or 7 from <i>Behind the Scenes</i> with groups. Students will explore unfamiliar vocabulary terms and write a summary of the reading		In this lesson, students read excerpts from chapters 5, 6, or 7 from <i>Behind the Scenes</i> with groups. Students will explore unfamiliar vocabulary terms and complete a chart to summarize the reading. <ul style="list-style-type: none"> ● LC.RI.7.2a Determine the central idea of a text. ● LC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
Let's Express Our Understanding	In your reading log, summarize the main events of your portion of the text.		Complete a graphic organizer to summarize the reading. Identify the main idea of the section.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students provide a summary of the events in their portion of the text? - Can students discuss their reading with a group to determine the main idea? 		<ul style="list-style-type: none"> - Can students complete a chart to summarize the reading - Can students discuss their reading with a group to determine the main idea?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Additional text- 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

		<p>dependent questions</p> <ul style="list-style-type: none"> - Student-friendly definitions for difficult words - Choral reading 	<ul style="list-style-type: none"> ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.2): <ul style="list-style-type: none"> ○ Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise ○ Various informational Texts ○ Interactive White Board . ○ Graphic Organizers ○ Individual copies of informational texts for each student ○ Informational coding sheet for each student ○ Read aloud texts ○ Deliver content using multi-media ○ Preview of the text, illustrations, and details, frontloading ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text with the same key events or details
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Lesson Overview		
Lesson Number	<i>Lesson 15: Identify main idea, tone, and purpose of selections from the anchor text</i>	Modified Lesson Overview
Description	In this lesson, students work in their assigned groups to create a shared summary of excerpts from chapters 5, 6, and 7 from <i>Behind the Scenes</i> to share with the class. Then, students discuss the author’s main idea, tone, and purpose.	<p>In this lesson, students work in their assigned groups to complete a graphic organizer of excerpts from chapters 5, 6, and 7 from <i>Behind the Scenes</i> to share with the class.</p> <ul style="list-style-type: none"> ● LC.RL.7.2a Determine the theme or central idea of a

		<p>text.</p> <ul style="list-style-type: none"> ● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 	
Let's Express Our Understanding	<p>Discuss each of the questions on the handout with your jigsaw group. Take notes on your handout as you discuss.</p> <ul style="list-style-type: none"> - How does Keckley organize this section? - What main ideas does the section address? - What specific details does Keckley use to help develop those main ideas? - Which words and phrases does Keckley use to describe Mrs. Lincoln (her appearance and actions)? - Decide on one word to describe Mrs. Lincoln based on Keckley's language. - What is Keckley's attitude toward Mrs. Lincoln? (In other words, what is the author's tone as it relates to Mrs. Lincoln?) - Which words and phrases help to communicate that attitude/tone? - What is Keckley's purpose for writing about Mrs. Lincoln? 	<p>Discuss each of the questions on the handout with your jigsaw group. Take notes on your handout as you discuss.</p> <ul style="list-style-type: none"> - How does Keckley organize this section? - What main ideas does the section address? - What specific details does Keckley use to help develop those main ideas? - Which words and phrases does Keckley use to describe Mrs. Lincoln (her appearance and actions)? - Decide on one word to describe Mrs. Lincoln based on Keckley's language. - What is Keckley's attitude toward Mrs. Lincoln? (In other words, what is the author's tone as it relates to Mrs. Lincoln?) - Which words and phrases help to communicate that attitude/tone? - What is Keckley's purpose for writing about Mrs. Lincoln? 	
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the main idea, tone, and purpose of their assigned section of the text? - Can students determine the film's attitude towards Mrs. Lincoln? 	<ul style="list-style-type: none"> - Can students identify the main idea, tone, and purpose of their assigned section of the text? - Can students determine the film's attitude towards Mrs. Lincoln? 	
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Keckley's description of Mrs. Lincoln handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes

		recording of Behind the Scenes - Guiding Questions - Language Links	<ul style="list-style-type: none"> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.3): <ul style="list-style-type: none"> ○ Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters ○ Blank timelines ○ Various informational Texts ○ Interactive White Board ○ Peer support, collaborative grouping 8 Grades 6-8 Informational Text ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Repeated exposure to content and strategies ○ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Color coded text ○ Simpler or shorter text of the same content with the same key events or details
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Lesson Overview		
Lesson Number	<i>Lesson 16: Identify main idea, tone, and purpose of a film</i>	Modified Lesson Overview
Description	In this lesson, students share their main ideas, tone, and purpose from chapters 5, 6, and 7 of <i>Behind the Scenes</i> . Students will then watch the video, “Mary Todd Lincoln--Mini Biography,” to	In this lesson, students share their main ideas, tone, and purpose from chapters 5, 6, and 7 of <i>Behind the Scenes</i> . Students will then watch the video, “Mary Todd Lincoln--Mini

	determine the main idea, tone, and purpose of the film.	Biography,” to determine the main idea, tone, and purpose of the film. <ul style="list-style-type: none"> ● 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. 	
Let’s Express Our Understanding	<ol style="list-style-type: none"> 1. What main ideas does the film address? 2. What specific details does the filmmaker include to help develop those main ideas? 3. What is the filmmaker’s attitude toward Mrs. Lincoln? What is the film’s tone? 4. What is the filmmaker’s purpose for producing the film? 	Complete a graphic organizer to answer these questions: <ol style="list-style-type: none"> 1. What main ideas does the film address? 2. What specific details does the filmmaker include to help develop those main ideas? 3. What is the filmmaker’s attitude toward Mrs. Lincoln? What is the film’s tone? 4. What is the filmmaker’s purpose for producing the film? 	
Lesson Look-Fors	Can students determine the film’s attitude towards Mrs. Lincoln? Can students identify the main idea of the film?	Can students identify the film’s attitude towards Mrs. Lincoln? Can students identify the main idea of the film?	
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley “Mary Todd Lincoln--Mini Biography” video	<i>Behind the Scenes</i> by Elizabeth Keckley “Mary Todd Lincoln--Mini Biography” video	
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool - Keckley’s description of Mrs. Lincoln handout - Film analysis: Mary Todd Lincoln handout - Accountable talk strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● 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.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) ○ Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details

			<ul style="list-style-type: none">○ Sentence strips that provide support for the authors point of view○ Videos or story boards/cards of the story for visual supports○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)○ Graphic organizers○ Highlighted information within the text○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Clearly differentiated multiple-choice answers○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter containing the same key information○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 17: Compare and contrast main idea, tone, and purpose</i>		Modified Lesson Overview
Description	In this lesson, students will watch and analyze two brief films about Mary Todd Lincoln to answer questions about the main idea, tone, and purpose of the films. Students will then compare and contrast the films and text to discuss the effectiveness of each.		In this lesson, students will watch and analyze two brief films about Mary Todd Lincoln to answer questions about the main idea, tone, and purpose of the films. <ul style="list-style-type: none"> ● 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. ● LC.RL.7.7a Compare and contrast a story, drama, or poem when presented in two different mediums.
Let's Express Our Understanding	Which text more effectively described the life of Mary Todd Lincoln: memoir or film? Include evidence from both the memoir and the films to support your answer.		Using a graphic organizer make note of, Which text more effectively described the life of Mary Todd Lincoln: memoir or film? Include evidence from both the memoir and the films to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students determine the most effective format for information about Mrs. Lincoln? - Can students provide evidence from the text and films to support a written response? 		<ul style="list-style-type: none"> - Can students identify the most effective format for information about Mrs. Lincoln? - Can students provide evidence from the text and films to support a written response?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley "Mary Todd Lincoln--The White House" video "Mary Todd Lincoln--Influence Peddler" video		<i>Behind the Scenes</i> by Elizabeth Keckley "Mary Todd Lincoln--The White House" video "Mary Todd Lincoln--Influence Peddler" video
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool - Film analysis: Mary 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	<p>Todd Lincoln handout</p> <ul style="list-style-type: none">- Accountable talk strategy guide		<ul style="list-style-type: none">● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.9):<ul style="list-style-type: none">▪ Squared paper to make cubes▪ Graphic Organizer (Venn Diagram)▪ Various informational Texts▪ Interactive White Board▪ Pictures, objects or tactile representations to illustrate the topic, events or details▪ Sentence strips that provide support for the authors point of view▪ Videos or story boards/cards of the story for visual supports▪ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)▪ Graphic organizers▪ Highlighted information within the text▪ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)▪ Clearly differentiated multiple-choice answers▪ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding▪ Dichotomous questions that allow for making a choice of correct versus incorrect answers▪ Simpler or shorter containing the same key information▪ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 18: Examine sentence structures to unlock meaning</i>		Modified Lesson Overview
Description	In this lesson, students will read the remainder of the preface from <i>Behind the Scenes</i> , define unfamiliar vocabulary, examine sentence structures, and use them as a model of your own.		In this lesson, students will read the remainder of the preface from <i>Behind the Scenes</i> , define unfamiliar vocabulary, examine sentence structures, and use them as a model of your own. <ul style="list-style-type: none"> ● LC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
Let's Express Our Understanding	Write two original sentences about Mrs. Keckley or Mrs. Lincoln that use a sentence pattern similar to the ones you have highlighted or underlined.		Write two original sentences about Mrs. Keckley or Mrs. Lincoln that use a sentence pattern similar to the ones you have highlighted or underlined. Provide modeled sentences to guide students to write their own original sentence. (some may need sentence starters)
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students determine the meaning of unknown words? - Can students write sentences that model mentor sentences? 		<ul style="list-style-type: none"> - Can students identify the meaning of unknown words? - Can students complete sentences that model mentor sentences?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool - Film analysis: Mary Todd Lincoln handout - Accountable talk strategy guide - Vocabulary log handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Model rearranging sentences - Shorten assignment 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	<ul style="list-style-type: none">- Sentence structure exercise handout- Mentor sentences strategy guide		
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Lesson Overview

Lesson Number	<i>Lesson 19: Identify and explain text evidence</i>		Modified Lesson Overview
Description	In this lesson, students identify claims the author makes about Mrs. Lincoln in the preface of <i>Behind the Scenes</i> . Students then locate text evidence that supports the claims and explain how the evidence supports the claim.		In this lesson, students identify claims the author makes about Mrs. Lincoln in the preface of <i>Behind the Scenes</i> . <ul style="list-style-type: none"> ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. ● LC.RI.7.8a Identify an argument or claim that the author makes. ● LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence.
Let's Express Our Understanding	Choose one of Keckley's claims about Mrs. Lincoln. What evidence does she supply in the preface or in another portion of the memoir text that supports her claim? Include an explanation of how the evidence supports the claim.		Choose one of Keckley's claims about Mrs. Lincoln from your claim chart. Identify what evidence she supplies in the preface or in another portion of the memoir text that supports her claim? Include an explanation of how the evidence supports the claim.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify evidence to support Keckley's claims about Mrs. Lincoln? - Can students explain how the evidence supports the claim? 		<ul style="list-style-type: none"> - Can students identify evidence to support Keckley's claims about Mrs. Lincoln? - Can students explain how the evidence supports the claim?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool - Organizational frames strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Model finding a claim and annotation 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

	<p>- Accountable talk strategy guide</p>		<ul style="list-style-type: none">● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.8):<ul style="list-style-type: none">○ Highlighted information within the text○ Graphic organizers○ Pictures, objects or tactile representations to illustrate the topic, events or details○ Sentence strips that reflect supporting details about the topic○ Videos or story boards/cards of the story for visual supports○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 20: Examine tone and write an argumentative essay</i>		Modified Section Overview
Description	In this lesson, students analyze the author’s tone in the preface from <i>Behind the Scenes</i> , and write an essay in response to a prompt asking how an author’s tone can help us determine the author’s purpose for writing.		<i>Optional</i>
Let’s Express Our Understanding	In a paragraph, explain the author’s purpose for writing and how the words and phrases in the preface to her memoir help to develop the author’s attitude toward her topic and convey her purpose for writing. Include text evidence, and explain how it supports your claims.		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students develop and claim in response to a writing prompt. - Can students explain how evidence supports their claim? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Teacher talk moves strategy guide - Conversation stems learning tool - Organizational frames strategy guide - Accountable talk strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Model identifying a claim - Review terms: tone - Sentence frames 	

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	Behind the Scenes	<i>Optional</i>

Assessment

Students complete a practice cold-read task by writing a multi-paragraph response to the writing prompt: “In paragraphs 1-5, Keckley contrasts two very different reasons of emancipated slaves to liberty. Write a multi-paragraph essay that analyzes how the different ideas held by freedmen and freedwomen about their ‘liberty’—their lives after slavery—influence the lives they build. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English.”

Culminating task connections:

Students demonstrate their understanding of different individuals’ perspectives of slavery and liberty. This prepares students to analyze Keckley’s position on slavery.

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

Reading/Knowledge Look Fors:

Writing/ELA Skill Look Fors:

- How well does the student analyze the ideas of freedmen and freedwomen?
- How well does the student analyze different perspectives of slavery and liberty held by these freedpeople?

Writing/ELA Skills to look for:

- How well does the student address the prompt, introduce the claim, and develop an organized response?
- How well does the student analyze contrasting views of different individuals in the text?

Section Length	3 lessons		
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Guiding questions ● Model identifying a claim ● Sentence frames 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Conversation stem learning tool ● reading log, strategy guide ● Accountable talk strategy guide ● Organizational frames strategy guide ● Teacher talk moves strategy guide ● Audio recording of Behind the Scenes ● Review terms: tone 	
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Number	<i>Lesson 21: Read and show understanding</i>	Modified Lesson Overview
Description	In this lesson, students will begin a practice cold-read assessment by reading an excerpt of chapter 9 from <i>Behind the Scenes</i> and answering a series of multiple choice questions designed to determine their level of understanding of the text.	<i>Optional</i>
Let's Express Our Understanding	<p>Students are given 40 minutes to read an excerpt of chapter 9 from <i>Behind the Scenes</i> and answer 10 multiple choice questions.</p> <ul style="list-style-type: none"> - Read this sentence from paragraph 1. "The colored people are <u>wedded to associations</u>." <ul style="list-style-type: none"> - Which best explains the meaning of the phrase <i>wedded to associations</i>? - Read this sentence from paragraph 3. "Why, Missus Keckley," said she to me one day, "I is been here eight months, and Missus Lingom an't even give me one <u>shife</u>." <ul style="list-style-type: none"> - Which best explains the meaning of the word <i>shife</i>? - Read this sentence from paragraph 5. "While some of the emancipated blacks pined for the old associations of slavery, and <u>refused</u> to help themselves, others went to work with <u>commendable</u> energy, and planned with remarkable forethought." <ul style="list-style-type: none"> - How does Keckley's use of the words <i>refused</i> and <i>commendable</i> impact the tone of the chapter? - How does Keckley's description of the Washington schools develop the idea of "prosperity and happiness"? - Read this sentence from paragraph 6. "In endeavoring to <u>make a display becoming</u> her exalted position, she had to incur many expenses." <ul style="list-style-type: none"> - What is the meaning of the phrase "make a display becoming" as it is used in this sentence? 	

	<ul style="list-style-type: none"> - What does Keckley’s discussion with Mrs. Lincoln about the election in paragraphs 6-10 reveal about Elizabeth Keckley’s character? - Which sentence best states a purpose served by the conversation held between Keckley and Mrs. Lincoln about the reelection of the President in paragraphs 12-17? - Which two sentences best describe Keckley’s purpose for including the description of her conversation with the freed slave (the “good old woman”) in paragraphs 2–4? - Read this sentence from paragraph 25: “He is so sincere and straightforward himself, that he is shocked by the <u>duplicity</u> of others.” <ul style="list-style-type: none"> - What is the meaning of the word <i>duplicity</i> as it is used in this sentence? - Which statement best explains how Mrs. Lincoln’s reasoning in paragraphs 18-20 contribute to the overall development of ideas in chapter 9? 		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students determine the meaning of words or phrases as they are used in the text? - Can students determine the best evidence to support their responses? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	Lesson Materials: Practice cold-read task Practice cold-read answer sheet	Possible Supports During the Lesson: Behind the Scenes Elizabeth Keckley Lit2Go ETC audio reading of <i>Behind the Scenes</i>	

Lesson Overview

Lesson Number	<i>Lesson 22: Write an essay in response to a prompt</i>		Modified Lesson Overview
Description	In this lesson, students continue their work on a practice cold-read task by analyzing a writing prompt and writing an essay to demonstrate their understanding of the text.		<i>Optional</i>
Let's Express Our Understanding	<p>Students will be given 40 minutes to analyze the writing prompt, plan a response, and write a response to the prompt.</p> <ul style="list-style-type: none"> - In paragraphs 1-5, Keckley contrasts two very different reactions of emancipated slaves to liberty. Write a multi-paragraph essay that analyzes how the different ideas held by freedmen and freedwomen about their "liberty"—their lives after slavery—influence the lives they build. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English. 		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students analyze the different ideas of individuals from the text? - Can students provide evidence from the text to support their explanation? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Practice CRT Essay Rubric - Practice cold-read task - Practice cold-read answer sheet 	<p>Possible Supports During the Lesson:</p> <p>Behind the Scenes Elizabeth Keckley Lit2Go ETC audio reading of <i>Behind the Scenes</i></p>	

Lesson Overview

Lesson Number	<i>Lesson 23: Self-evaluate and revise an essay response</i>		Modified Lesson Overview
Description	In this lesson, students will continue working on a practice cold-read task by evaluating the responses to the writing prompt and make revisions to the essay.		<i>Optional</i>
Let's Express Our Understanding	<p>Reread your essay. Note on your draft where you see evidence of the items on your checklist (Reading and Understanding the Text, Writing about Text, Language Conventions). Revise your writing.</p> <p>In paragraphs 1-5, Keckley contrasts two very different reactions of emancipated slaves to liberty. Write a multi-paragraph essay that analyzes how the different ideas held by freedmen and freedwomen about their "liberty"—their lives after slavery— influence the lives they build. Use evidence from the passage to support your response. Be sure to observe the conventions of standard English.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify their claim and evidence in their written response? - Can students write a literary analysis, observing the conventions of standard English, to identify the ideas of freedmen and freed women? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Practice CRT Essay Rubric - Practice cold-read task - Practice cold-read answer sheet - Practice CRT essay 	<p>Possible Supports During the Lesson:</p> <p>Behind the Scenes Elizabeth Keckley Lit2Go ETC audio reading of <i>Behind the Scenes</i> <i>Model filling in the rubric</i></p>	

	<p>checklist</p> <ul style="list-style-type: none">- Teacher talk moves <p>strategy guide</p> <ul style="list-style-type: none">- Conversation stems <p>learning tool</p>		
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Section Overview

Section Number	Section 5	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i>
Assessment	<p>Students write a response to the question: “Choose either Keckley or Douglass. How does the writer influence the reader’s understanding of events? What objective does he or she have for conveying the events as they do? Include text evidence to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of the writer’s influence on the reader. This prepares students to analyze Keckley’s position on slavery and Mrs. Lincoln.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the author’s opinion of an event? ● How well does the student analyze how the author’s viewpoint influences the reader? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student determine an author’s point of view in the text? ● How well does the student draw relevant evidence from grade-appropriate literary text? 	<p>Students write a response to the question: “Choose either Keckley or Douglass to write about. What information does the author include to shape the reader’s understanding of events? What is the author’s purpose for conveying the events as Keckley or Douglass does? Include text evidence to support your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of the author’s ways shape the reader’s reaction. This prepare students to identify Keckley’s position or point of view on slavery and Mrs. Lincoln.</p> <p>Students also demonstrate their ability to develop a claim by creating an organizational structure in their persuasive writing in which ideas are logically grouped and support the claim with logical reasoning, relevant evidence and quotations from the text to develop a response and use conventions to produce clear writing. This prepares students to write a structured essay that reveals the meaning of the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student recognize and explain the author’s opinion of an event?

		<ul style="list-style-type: none"> ● How well does the student recognize and explain how the author’s point of view affects the reader? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify an author’s point of view using evidence from the text? ● How well does the student draw relevant evidence from grade-appropriate literary text? 	
Section Length	3 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> - Support for Foundational Skills - Support for Reading Fluency - Fluency Task <ul style="list-style-type: none"> - “The Star-Spangled Banner” <p>- Support for Knowledge Demands</p> <p>- Read an article or view a video about https://www.biography.com/activist/frederick-douglass</p>	<p>During the Section:</p> <ul style="list-style-type: none"> - Support for Language - Protocol for Explicitly Teaching Vocabulary - Vocabulary Task for “servitude” - Language Links for Lessons 24-26 - Mentor Sentences - Support for Meaning - Additional text-dependent questions for Lesson 24 and 25 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>Behind the Scenes</i> ● Essential Elements Cards – <u>Grades 6-8 Informational Text</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., poem- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
<p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

Lesson Number	<i>Lesson 24: Examine passages for meaning, author reliability, and purpose</i>		Modified Lesson Overview
Description	In this lesson, students read excerpts from chapter 10 of <i>Behind the Scenes</i> , and answer questions related to meaning, author reliability, and purpose.		In this lesson, students read excerpts from chapter 10 of <i>Behind the Scenes</i> , and answer questions related to meaning, author reliability, and purpose. <ul style="list-style-type: none"> ● LC.RI.7.2a Determine the central idea of a text. ● LC.RI.7.2b Analyze the development of the central idea over the course of the text. ● LC.RI.7.2c Create an objective summary of a text.
Let's Express Our Understanding	What purpose does Keckley have for including the descriptions of Douglass' attendance at the inaugural ball and subsequent conversations (paragraphs 15-36) in her memoir?		Make a list of main topics or events covered by the author. Determine why Keckley has included the descriptions of Douglass' attendance at the inaugural ball and subsequent conversations (paragraphs 15-36) in her memoir?
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify why Keckley includes Douglass in this section of the text? - Can students provide evidence from the text in their writing? 		<ul style="list-style-type: none"> - Can students identify why Keckley includes Douglass in this section of the text? - Can students provide evidence from the text in their writing?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading Log - Conversation stems learning tool - Reading log strategy guide - Teacher talk moves strategy guide - Paired/partner reading strategy guide - Accountable talk 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio recording of Behind the Scenes - Guiding Questions - Language Links - Additional text-dependent questions 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● 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.RI.7.2):

	strategy guide	<ul style="list-style-type: none">- Student-friendly definitions for difficult words- Choral reading- Student-friendly definition for difficult words- Assist in decoding unfamiliar words- Mentor Sentence	<ul style="list-style-type: none">○ Writing materials (paper, markers, crayons) for Sketch-to-Stretch exercise○ Various informational Texts○ Interactive White Board○ Graphic Organizers○ Individual copies of informational texts for each student○ Informational coding sheet for each student○ Read aloud texts○ Deliver content using multi-media○ Preview of the text, illustrations, and details, frontloading○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter text with the same key events or details
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Lesson Overview

Lesson Number	<i>Lesson 25: Examine a passage for meaning and tone</i>		Modified Lesson Overview
Description	In this lesson, students read “Notable Visitors: Frederick Douglass (1817-1859)” and examine it closely for meaning and tone.		<p>In this lesson, students read “Notable Visitors: Frederick Douglass (1817-1859)” and examine it closely for meaning and tone.</p> <ul style="list-style-type: none"> ● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) ● LC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. ● 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.
Let’s Express Our Understanding	Look at your circled “tone” words and phrases. How do the “tone” words and phrases impact your understanding of the sequence of events? Include text evidence to support your answer.		Using a list of tone words and phrases, circle words or phrase in the text. Look at your circled “tone” words and phrases. How do the “tone” words and phrases impact your understanding of the sequence of events? Include text evidence to support your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students locate “tone” words in the passage? - Can students analyze the impact of “tone” words on their understanding of the events? 		<ul style="list-style-type: none"> - Can students locate “tone” words in the passage? - Can students analyze the impact of “tone” words on their understanding of the events?
Text(s)	“Notable Visitors: Frederick Douglass (1817-1859)” from The Lehrman Institute		“Notable Visitors: Frederick Douglass (1817-1859)” from The Lehrman Institute
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Notable Visitors comprehension questions handout - Reading Log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Guiding Questions - Language Links - Additional text- 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u>

	<ul style="list-style-type: none"> - Conversation stems learning tool - Reading log strategy guide - Teacher talk moves strategy guide - Paired/partner reading strategy guide - Accountable talk strategy guide 	<ul style="list-style-type: none"> dependent questions - Choral reading - Student-friendly definition for difficult words - Assist in decoding unfamiliar words - Mentor Sentence 	<ul style="list-style-type: none"> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 26: Compare and contrast different accounts and purposes of writing</i>		Modified Lesson Overview
Description	In this lesson, students compare and contrast two authors; accounts of the same event and how each account serves the purpose of the writer.		In this lesson, students compare and contrast two authors; accounts of the same event and how each account serves the purpose of the writer. <ul style="list-style-type: none"> ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. ● LC.RI.7.7 Compare/contrast how two or more authors write or present about the same topic.
Let's Express Our Understanding	Choose either Keckley or Douglass. How does the writer influence the reader's understanding of events? What objective does he or she have for conveying the events as they do? Include text evidence to support your response.		Choose either Keckley or Douglass. Create a list T-chart answering the following questions on one side and text evidence on the other side: How does the writer influence the reader's understanding of events? What objective does he or she have for conveying the events as they do? Include text evidence to support your response.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students explain how the author influences the reader? - Can the student analyze the author's purpose in discussing the events? 		<ul style="list-style-type: none"> - Can students describe how the author influences the reader? - Can the student determine the author's purpose in discussing the events?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley (Chapter 10) "Notable Visitors: Frederick Douglass (1817-1859)" from The Lehrman Institute		<i>Behind the Scenes</i> by Elizabeth Keckley (Chapter 10) "Notable Visitors: Frederick Douglass (1817-1859)" from The Lehrman Institute
Materials	Lesson Materials: <ul style="list-style-type: none"> - Compare and contrast Deckley's and Douglass' accounts handout - Reading Log - Conversation stems learning tool - Reading log strategy 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Small group instruction - Writing or grammar mini-lesson - Guiding Questions - Language Links - Mentor Sentences 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson

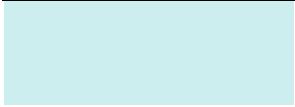
	<p>guide</p> <ul style="list-style-type: none">- Teacher talk moves strategy guide- Paired/partner reading strategy guide		<ul style="list-style-type: none">● Vocabulary words and student-friendly definitions● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.1):<ul style="list-style-type: none">○ Highlighted information within the text○ Graphic organizers○ Venn Diagram○ Read aloud texts○ Interactive white board○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview

Section Number	Section 6	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i> Original and <u>adapted versions</u> of <i>O Captain! My Captain</i>
Assessment	<p>Students write a response to a prompt. “‘O Captain! My Captain!’ by Walt Whitman was written in response to an event in American history. Identify the event and explain how the poem evokes triumph overshadowed by despair. Include at least two pieces of text evidence in the form of direct quotations from the poem in your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of the meaning behind “O Captain! My Captain!” This prepares students to analyze how an author’s word choice impacts the reader’s understanding of the event.</p> <p>Students demonstrate their understanding of Keckley’s view of slavery by comparing her story to two other emancipated slaves. This prepares students to analyze how an author’s tone impacts the reader’s understanding of a text.</p> <p>Students also demonstrate their ability to develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student analyze the meaning of the poem? 	<p>Students write a response to a prompt. “‘O Captain! My Captain!’ by Walt Whitman was written in response to an event in American history. “What event in American History does this poem discuss and e</p> <p>Students write a response to a prompt. “‘O Captain! My Captain!’ by Walt Whitman was written in response to an event in American history. Identify the event and explain how the poem shows that triumph is overshadowed by despair. Include at least two pieces of text evidence in the form of direct quotations from the poem in your response.”</p> <p>Culminating task connections: Students demonstrate their understanding of the meaning behind “O Captain! My Captain!” This prepares students to analyze how an author’s word choice (e.g., precious words and phrases, descriptive details, sensory language) impacts the reader’s understanding of the event.</p> <p>Students also demonstrate their ability to develop a response by creating an organizational structure in their persuasive writing in which ideas are logically grouped and support the claim with logical reasoning, relevant evidence and quotations from the text to develop a response and use conventions to produce clear</p>

	<ul style="list-style-type: none"> ● How well does the student analyze irony in the poem? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 	<p>writing. This prepares students to write a structured essay that reveals the meaning of the text.</p> <p>Reading/Knowledge Look Fors: How well does the student identify and explain the meaning of the poem?</p> <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student use quotations from the text to maintain the flow of ideas in writing to develop and support arguments and explanations? ● How well does the student identify and explain relationships among the details of a text and how they develop key ideas? 	
Section Length	3 lessons		2 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Fluency Task <ul style="list-style-type: none"> - “America, the Beautiful” ● Support for Knowledge Demands ● View map of the Civil War ● Read Exodus Chapters 6-14 	<p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language ● Protocol for Explicitly Teaching Vocabulary <ul style="list-style-type: none"> - Vocabulary Task for “rebellion” ● Mentor Sentences ● Support for Meaning ● Additional text-dependent questions for Lesson 27 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Behind the Scenes</i> ● Original and adapted versions of <i>O Captain! My Captain</i> ● Essential Elements Cards – Grades 6-8 Informational Text ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

			<ul style="list-style-type: none">• Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
	<p>The Supports Flow Chart includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		



Lesson Overview

Lesson Number	<i>Lesson 27: Understanding word choice</i>		Modified Lesson Overview
Description	<p>In this lesson, students read chapter 11 from <i>Behind the Scenes</i>. This chapter is about Lincoln’s assassination. The student will explore unfamiliar vocabulary terms.</p>		<p>In this lesson, students read chapter 11 from <i>Behind the Scenes</i>. This chapter is about Lincoln’s assassination.</p> <ul style="list-style-type: none"> ● LC.RI.7.4a Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. ● LC.RI.7.4b Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text. ● LC.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Let’s Express Our Understanding	<p>Choose a sentence from either paragraph 27 or 46 that includes descriptive language. Explain the descriptive language and the message behind the author’s word choice. Use text evidence to support your response.</p>		<p>Choose a sentence from paragraph 46 that includes descriptive language. State the descriptive language. Explain the descriptive language and why the author chose those words. Use text evidence to support your response.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students explain the message behind the author’s word choice? - Can students provide evidence of descriptive language from the text? 		<ul style="list-style-type: none"> - Can students explain the message behind the author’s word choice? - Can students provide evidence of descriptive language from the text?
Text(s)	<p><i>Behind the Scenes</i> by Elizabeth Keckley</p>		<p><i>Behind the Scenes</i> by Elizabeth Keckley</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> -Vocabulary log handout -Reading log -Reading log strategy guide -Paired/partner reading strategy 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Behind the Scenes Elizabeth Keckley Lit2Go ETC Audio 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes

	<p>guide -Teacher talk moves strategy guide</p>	<p>recording of Behind the Scenes</p> <ul style="list-style-type: none"> - Guiding Questions - Language Links - Additional text-dependent questions - Student-friendly definitions for difficult words - Choral reading - Student-friendly definition for difficult words - Assist in decoding unfamiliar words - Mentor Sentence - Vocabulary task - Writing or grammar mini-lesson 	<ul style="list-style-type: none"> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.3): <ul style="list-style-type: none"> ○ Materials (paper, writing utensils, pictures, symbols, poster board) for Biography Posters ○ Blank timelines ○ Various informational Texts ○ Interactive White Board ○ Peer support, collaborative grouping 8 Grades 6-8 Informational Text ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Repeated exposure to content and strategies ○ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Color coded text ○ Simpler or shorter text of the same content with the same key events or details
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Lesson Overview

Lesson Number	<i>Lesson 28: Read and understand a poem</i>		Modified Lesson Overview
Description	In this lesson, students read “O Captain, My Captain” by Walt Whitman and answer a series of text-dependent questions designed to promote understanding of the text. Students will uncover an example of irony in the text.		<p>In this lesson, students read “O Captain, My Captain” by Walt Whitman and answer a series of text-dependent questions designed to promote understanding of the text.</p> <ul style="list-style-type: none"> ● LC.RL.7.5 Examine how the structure of a poem or drama adds to its meaning. ● LC.RL.7.1b Use two or more pieces of textual evidence to support conclusions, or summaries of text. ● LC.RI.7.2a Determine the central idea of a text.
Let’s Express Our Understanding	How does the author use language to emphasize the irony of the timing of President Lincoln’s death? Explain your answer using evidence from the text.		How does the author use language to emphasize the irony of the timing of President Lincoln’s death? Explain your answer using evidence from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the irony in the text? - Can students provide appropriate text evidence to support their written response? 		<ul style="list-style-type: none"> - Can students identify the irony in the text? - Can students provide appropriate text evidence to support their written response?
Text(s)	“O Captain, My Captain!” by Walt Whitman		“O Captain, My Captain!” by Walt Whitman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - “O Captain, My Captain!” comprehension questions - Reading log - Reading log strategy guide - Conversation stems learning tool - Teacher talk moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - O Captain! My Captain! : Walt Whitman : Free Download, Borrow, and Streaming Audio reading of “O Captain, My Captain!” - Choral or echo reading strategy guide - Partner reading strategy 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● 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.7.2):

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

Lesson Number	<i>Lesson 29: Write a literary analysis</i>		Modified Lesson Overview
Description	In this lesson, students demonstrate their understanding of the poem "O Captain, My Captain!" by responding to a writing prompt. They will analyze the prompt, prepare notes, and write a response.		<i>Optional</i>
Let's Express Our Understanding	Write a response to the prompt. Be sure to answer all parts of the question and provide two pieces of text evidence. Writing Prompt: "O Captain! My Captain!" by Walt Whitman was written in response to an event in American history. Identify the event and explain how the poem evokes triumph overshadowed by despair.		
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students identify the event the poem was written about? - Can students provide appropriate text evidence to support their written response? 		
Text(s)	"O Captain, My Captain!" by Walt Whitman		
Materials	Lesson Materials: <ul style="list-style-type: none"> - Reading log - Reading log strategy guide - Conversation stems learning tool - Teacher talk moves strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - O Captain! My Captain! : Walt Whitman : Free Download, Borrow, and Streaming Audio reading of "O Captain, My Captain!" - Guiding questions - Writing or grammar mini-lesson 	

Section Overview

Section Number	Section 7	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i>
Assessment	<p>Students write a response to the question: “What does Keckley mean by her statements? What do her statements imply about her feelings toward people asking questions? Support your answer using evidence from the text.”</p> <p>Culminating task connections:</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. This prepares students to write a literary analysis. Students demonstrate their understanding of Keckley’s view of slavery by comparing her story to two other emancipated slaves. This prepares students to analyze how an author’s tone impacts the reader’s understanding of a text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the word choices Keckley uses to describe the people asking questions? ● How well does the student analyze Keckley’s meaning of these statements? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze what the text says explicitly and inferences drawn from the text? ● How well does the student produce clear writing to respond to a writing task? 	<p>Students write a response to the question: “In your own words, what do you think Keckley means by her statements? What do her statements say about her feelings toward people asking questions? Support your answer using evidence from the text.”</p> <p>Culminating task connections:</p> <p>Students also demonstrate their ability to develop a claim by creating an organizational structure in their persuasive writing in which ideas are logically grouped and support the claim with logical reasoning, relevant evidence and quotations from the text to develop a response and use conventions to produce clear writing. This prepares students to write a structured essay about the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify and explain the word choices Keckley uses to describe the people asking questions? ● How well does the student describe Keckley’s meaning of these statements? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify what the text says explicitly and inferences drawn from the text?

		<ul style="list-style-type: none"> How well does the student produce clear writing to respond to a writing task? 	
Section Length	3 lessons	2 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> Support for Foundational Skills 	<ul style="list-style-type: none"> During the Section: Support for Language Protocol for Explicitly Support for Structure - Lesson 32: SOAPStone Graphic Organizer Support for Meaning Additional text-dependent questions for Lesson 30, 31, and 32 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and <u>adapted versions</u> of <i>Behind the Scenes</i> Essential Elements Cards – <u>Grades 6-8 Informational Text</u> Student Response Modes – <u>ELA</u> IEP Goals Assistive Technology Additional Supports for Diverse Learners <u>English Language Arts Guidebook Reading Support</u> Word lists (e.g., passage- and or text-specific words and high frequency words) Writing rubric/criteria for development and evaluation of a response Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Number	<i>Lesson 30: Examine author's tone and explore how it hints at purpose for writing</i>		Modified Lesson Overview
Description	<p>In this lesson, students read an excerpt of chapter 12 from <i>Behind the Scenes</i> to examine the author's tone as it relates to Mrs. Lincoln, and discover how the author's tone helps communicate the author's purpose.</p>		<p>In this lesson, students read an excerpt of chapter 12 from <i>Behind the Scenes</i> to examine the author's tone as it relates to Mrs. Lincoln, and discover how the author's tone helps communicate the author's purpose.</p> <ul style="list-style-type: none"> ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. ● 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. ● LC.RI.7.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.
Let's Express Our Understanding	<p>Reread the last paragraph of the chapter, then answer this question: What does Keckley mean by her statements? What do her statements imply about her feelings toward people asking questions? Support your answer using evidence from the text.</p>		<p>Reread the last paragraph of the chapter, then answer this question: What does Keckley mean by her statements? What do her statements imply about her feelings toward people asking questions? Support your answer using evidence from the text. Provide students with questions and sentence starters for each answer. Discuss the passage with students before they write their answers.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> - Can students explain what Keckley means in the excerpt? - Can students analyze Keckley's feeling in the excerpt? 		<ul style="list-style-type: none"> - Can students explain what Keckley means in the excerpt? - Can students analyze Keckley's feeling in the excerpt?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		<i>Behind the Scenes</i> by Elizabeth Keckley
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> - Reading log - Reading log strategy 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Audio recording of 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes

	<p>guide</p> <ul style="list-style-type: none"> - Conversation stems learning tool - Attitude toward Mrs. Lincoln handout - Paired/partner reading strategy guide 	<p>Behind the Scenes</p> <ul style="list-style-type: none"> - Guiding Questions - Additional text dependent questions transitions and evidence sentence starters strategy guide - Student-friendly definitions for difficult words - Choral or echo reading strategy guide - Writing or grammar mini-lesson 	<ul style="list-style-type: none"> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Overview		
Lesson Number	Lesson 31: Explore changing relationships and re-visit author's purpose	
Description	In this lesson, students read excerpts of chapter 15 and the appendix from <i>Behind the Scenes</i> to explore the relationship of the author and Mrs. Lincoln, and discuss the author's purpose.	Modified Lesson Overview In this lesson, students read excerpts of chapter 15 and the appendix from <i>Behind the Scenes</i> to explore the relationship of the author and Mrs. Lincoln, and discuss the author's purpose. <ul style="list-style-type: none"> ● LC.RI.7.1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. ● 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.
Let's Express Our Understanding	How does Mrs. Lincoln exemplify dependence on Keckley during this period of time? Complete the handout by providing examples from the text and explanations of the examples. Draw on evidence taken from chapter 15 and the appendix.	How does Mrs. Lincoln exemplify dependence on Keckley during this period of time? Complete the handout by providing examples from the text and explanations of the examples. Draw on evidence taken from chapter 15 and the appendix.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide examples of character dependence in the text? ● Can students explain examples of character dependence from the text? 	<ul style="list-style-type: none"> ● Can students provide examples of character dependence in the text? ● Can students explain examples of character dependence from the text?
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Keckley's relationship with Mrs. Lincoln handout ● Reading log ● Reading log strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> - Audio recording of Behind the Scenes - Guiding Questions - Additional text dependent questions
		Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes

	<ul style="list-style-type: none"> ● Conversation stems learning tool ● Teacher talk moves strategy guide 	<ul style="list-style-type: none"> - transitions and evidence sentence starters strategy guide - Student-friendly definitions for difficult words - Choral or echo reading strategy guide - Allow ELL students to collaborate in native language - Writing or grammar mini-lesson 	<ul style="list-style-type: none"> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 32</i>		Modified Lesson Overview
Description	Lesson 32: Explore how different authors advance different interpretations		<i>Optional</i>
Let's Express Our Understanding	In this lesson, students read "A Fitting Relationship Between Dressmaker and Mary Todd Lincoln" to explore a different interpretation of the friendship between Mrs. Keckley and Mrs. Lincoln. Students will contrast the two narrative points of view.		
Lesson Look-Fors	How does a writer's narrative point of view impact the reader's understanding of events?		
Text(s)	"A Fitting Friendship Between Dressmaker and Mary Todd Lincoln" by Jeanne Kolker		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Conversation stems learning tool ● Reading log ● Reading log strategy guide 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> - Audio recording of Behind the Scenes - Guiding Questions - Additional text dependent questions - transitions and evidence sentence starters strategy guide - Student-friendly definitions for difficult words - Choral or echo reading strategy guide - Allow ELL students to collaborate in native language - Writing or grammar 	

		mini-lesson	
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Section Overview		
Section Number	Section 8	Modified Section Overview
Description	Behind the Scenes	<i>Optional</i>
Assessment	<p>Students write a response to the culminating writing task “In the Preface to her memoir Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House, Elizabeth Keckley discusses two topics: slavery and Mrs. Lincoln. What is Keckley’s position on slavery? What is her position on Mrs. Lincoln? How does she develop and support her position on each topic throughout her memoir? Write an essay explaining Keckley’s positions on both slavery and Mrs. Lincoln. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.”</p> <p>Culminating task connections: Students demonstrate their understanding of Keckley’s position of slavery and Mrs. Lincoln by writing a multi-paragraph response to the culminating writing task.</p> <p>Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify Keckley’s position on slavery and Mrs. Lincoln? • How well does the student identify how Keckley develops these positions in her writing? <p>Writing/ELA Skill Look Fors:</p>	

	<ul style="list-style-type: none"> ● How well does the student demonstrate command of the conventions of standard English and usage when writing? ● How well does the student analyze the development of key ideas and their development in the text? 	
Section Length	4 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Fluency Task <ul style="list-style-type: none"> - “America, the Beautiful” ● Support for Knowledge Demands 	
	<p>The Supports Flow Chart includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview

Lesson Number	Lesson 33: Examine a writing prompt and rubric		Modified Lesson Overview
Description	In this lesson, students will examine the culminating writing task prompt and rubric to prepare for writing an essay.		<i>Optional</i>
Let's Express Our Understanding	<p>Identify pages in your reading log that will help you answer the prompt.</p> <p>In the Preface to her memoir <i>Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House</i>, Elizabeth Keckley discusses two topics: slavery and Mrs. Lincoln. What is Keckley's position on slavery? What is her position on Mrs. Lincoln? How does she develop and support her position on each topic throughout her memoir? Write an essay explaining Keckley's positions on both slavery and Mrs. Lincoln. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify key words in the writing prompt to better understand the task? ● Can students determine which notes from the unit will aid them in responding to the CWT? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task Directions ● Culminating Writing Task Rubric ● Culminating Writing Task Checklist ● Reading log 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Guiding questions ● Audio recording of Behind the Scenes 	

	<ul style="list-style-type: none">• How to avoid plagiarism handout• Conversation stems learning tool• Teacher talk moves strategy guide		
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Lesson Overview

Lesson Number	<i>Lesson 34: Plan and write an essay</i>		Modified Lesson Overview
Description	In this lesson, students will begin the writing process by writing the first draft of an essay in response to the culminating writing task prompt.		<i>Optional</i>
Let's Express Our Understanding	<p>Write your draft that includes: claim sentences, evidence sentences, and explanation sentences.</p> <p>In the Preface to her memoir <i>Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House</i>, Elizabeth Keckley discusses two topics: slavery and Mrs. Lincoln. What is Keckley's position on slavery? What is her position on Mrs. Lincoln? How does she develop and support her position on each topic throughout her memoir? Write an essay explaining Keckley's positions on both slavery and Mrs. Lincoln. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain Keckley's position on slavery and Mrs. Lincoln? ● Can students provide evidence from the text to support their explanations? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task Directions ● Culminating Writing Task Rubric ● Culminating Writing Task Checklist 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Guiding questions ● Audio recording of <i>Behind the Scenes</i> ● Prepare to write your essay handout 	

	<ul style="list-style-type: none">● Reading log● How to avoid plagiarism handout● Conversation stems learning tool● Teacher talk moves strategy guide	<ul style="list-style-type: none">● Sentence frames for claim or thesis statement● Writing or grammar mini-lesson	
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Lesson Overview

Lesson Number	<i>Lesson 35: Evaluate and revise an essay</i>		Modified Lesson Overview
Description	In this lesson, students will continue the writing process by evaluating and revising their first drafts of the essay in response to the culminating writing task.		<i>Optional</i>
Let's Express Our Understanding	Reread your draft and determine if the connections between the ideas are clear. Add or modify sentences using the handout for guidance. Then, write a 2nd draft of the essay.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students determine if connections between ideas are clear? ● Can students use standard conventions to write an essay? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Editing checklist handout ● Reading log ● Culminating Writing Task Directions ● Culminating Writing Task Rubric ● Culminating Writing Task Checklist ● Teacher talk moves strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of Behind the Scenes ● Writing or grammar mini-lesson 	

Lesson Overview

Lesson Number	<i>Lesson 36: Edit and produce a final draft</i>		Modified Lesson Overview
Description	In this lesson, students continue the writing process by editing and creating a final draft.		<i>Optional</i>
Let's Express Our Understanding	Students read their drafts while editing as they read. Then, students will create a draft of the essay.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students effectively edit their essays to meet the requirements of the culminating writing task? ● Can students use standard conventions to write an essay? 		
Text(s)	<i>Behind the Scenes</i> by Elizabeth Keckley		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Editing checklist handout ● Reading log ● Culminating Writing Task Directions ● Culminating Writing Task Rubric ● Culminating Writing Task Checklist ● Teacher talk moves strategy guide 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Audio recording of Behind the Scenes ● Writing or grammar mini-lesson 	

Section Overview

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	Behind the Scenes	Original and <u>adapted versions</u> of <i>Behind the Scenes</i>
Assessment	<p>Students write a multi-paragraph essay that explains how Harriet Tubman and at least two others from Perry's story have lived out these words and cite evidence from the excerpt to support the response.</p> <p>Throughout Harriet Tubman's journey, she often stated words such as those above to inspire others to continue the journey for freedom. How did Tubman and two other figures from the excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> exemplify the fight for freedom and encourage others to follow their leads?</p> <p>Culminating task connections:</p> <p>Students demonstrate their understanding of Keckley's view of slavery by comparing her story to two other emancipated slaves. This prepares students to analyze how an author's tone impacts the reader's understanding of a text.</p>	<p>Students create a permanent product to explain Keckley's positions on both slavery and Mrs. Lincoln and how Harriet Tubman lived out these words in real life situations. In order to do this, students will:</p> <ul style="list-style-type: none"> ● Review the excerpts read in class for examples and quotations related to Keckley's position on slavery and Mrs. Lincoln. ● Cite evidence of Harriet Tubman's life. ● Consider the unique relationship Keckley had with Mrs. Lincoln and how it affected her position on the first lady. ● Consider Keckley's background as a slave and how it affected her position on slavery. ● Identify Keckley's position on slavery. ● Identify her position on Mrs. Lincoln. ● Describe how she develops and supports her position on each topic, considering both the Preface and the excerpts from her memoir. <p>Your permanent product should develop an argument for a claim related to slavery and an argument related to a claim related to Mrs. Lincoln. Be sure to use logical reasoning and relevant</p>

Students completed the culminating writing task in a previous section.

Reading/Knowledge Look Fors:

- How well does the student analyze the actions of Tubman and other figures in their fight for freedom?
- How well does the student analyze how Tubman's actions influenced others?

Writing/ELA Skill Look Fors:

- How well does the student use relevant evidence to demonstrate understanding of a text?
- How well does the student use words and phrases to clarify the relationship between reasons and evidence?

evidence from the text, transition words linking claims to reasons, and a concluding statement.

Students write a multi-paragraph essay that explains how Harriet Tubman and at least two other persons from Perry's story have lived out these words and cite evidence from the excerpt to support the response.

Throughout Harriet Tubman's journey, she often stated words such as those above to inspire others to continue the journey for freedom. How did Tubman and two other figures from the excerpt from *Harriet Tubman: Conductor on the Underground Railroad* live out in their lives the fight for freedom and encourage others to follow their leads?

Culminating task connections:

Students completed the culminating writing task in a previous section.

Reading/Knowledge Look Fors:

- How well does the student understand Keckley's ideas about slavery?
- How well does the student identify and explain the actions of Tubman and other persons in their fight for freedom?
- How well does the student identify examples and quotations relating Harriet Tubman's life to Keckley?
- How well does the student identify and explain how Tubman's actions influenced others?

Writing/ELA Skill Look Fors:

- How well does the student use relevant evidence to demonstrate understanding of a text?

		<ul style="list-style-type: none"> ● How well does the student include quotations from the text to develop ideas and logically group ideas to support the author’s claim? ● How well does the student use words and phrases to show the relationship between reasons and evidence?
Section Length	3 lessons	1 lesson
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Fluency Task <ul style="list-style-type: none"> - “America, the Beautiful” ● Support for Knowledge Demands 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>Behind the Scenes</i> ● Essential Elements Cards – <u>Grades 6-8 Informational Text</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) <p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>

Lesson Overview

Lesson Number	<i>Lesson 37: Read and answer questions</i>	Modified Lesson Overview
Description	In this lesson, students will demonstrate their ability to read and understand grade-level texts by beginning a cold-read assessment. Students will read and answer multiple-choice questions.	In this lesson, students will demonstrate their ability to read and understand grade-level texts by beginning a cold-read assessment. Students will read and answer multiple-choice questions. <ul style="list-style-type: none"> ● LC.RI.7.2a Determine the central idea of a text. ● LC.RI.7.2b Analyze the development of the central idea over the course of the text. ● LC.RI.7.2c Create an objective summary of a text. ● 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.
Let's Express Our Understanding	<p>Students will read chapters 14 and 15 of <i>Harriet Tubman: Conductor of the Underground Railroad</i> by Ann Petry and respond to multiple-choice questions.</p> <ul style="list-style-type: none"> ● Reread this sentence from paragraph 4 of "Chapter 14. The Railroad Runs to Canada." "Thus a whole day was lost before the <u>machinery of pursuit</u> could be set in motion." <ul style="list-style-type: none"> ○ What is the meaning of <i>machinery of pursuit</i>? ● Reread this sentence from paragraph 4 of "Chapter 14. The Railroad Runs to Canada. "The men who made a living hunting for runaway slaves were out of reach . . ." <ul style="list-style-type: none"> ○ How does the sentence above contribute to the overall development of ideas in the passage? ● Write the letter of ten details from the excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> into the chart below to create a summary of Harriet Tubman's 1851 journey to Canada with eleven fugitive slaves. Be sure the details appear in chronological order. Two choices will not be used. 	<p>Students will read chapters 14 and 15 of <i>Harriet Tubman: Conductor of the Underground Railroad</i> by Ann Petry and respond to multiple-choice questions.</p> <ul style="list-style-type: none"> ● Reread this sentence from paragraph 4 of "Chapter 14. The Railroad Runs to Canada." "Thus a whole day was lost before the <u>machinery of pursuit</u> could be set in motion." <ul style="list-style-type: none"> ○ What is the meaning of <i>machinery of pursuit</i>? ● Reread this sentence from paragraph 4 of "Chapter 14. The Railroad Runs to Canada. "The men who made a living hunting for runaway slaves were out of reach . . ." <ul style="list-style-type: none"> ○ How does the sentence above contribute to the overall development of ideas in the passage? ○ Write the letter of ten details from the excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> into the chart below to create a summary of Harriet Tubman's 1851 journey to Canada with eleven fugitive slaves.

	<ul style="list-style-type: none"> ● Reread this sentence from paragraph 9 of "Chapter 15. 'Go On or Die'". "Go on with us or die." <ul style="list-style-type: none"> ○ How does this sentence contribute to the tone of the passage? ● How does Thomas Garrett's story contribute to the overall development of ideas in the passage? ● Write the letter of the summary of each story Harriet Tubman tells on the December journey to freedom in the middle column of the chart below. ● Write the letter of two examples from the excerpt of <i>Harriet Tubman: Conductor on the Underground Railroad</i> that exemplify Harriet's tie to her faith in the chart below. ● In the "Letter from Frederick Douglass to Harriet Tubman, 1868," how does Frederick Douglass contrast his position with Harriet Tubman's? 	<p>Be sure the details appear in chronological order. Two choices will not be used.</p> <ul style="list-style-type: none"> ○ Reread this sentence from paragraph 9 of "Chapter 15. 'Go On or Die'". "Go on with us or die." <ul style="list-style-type: none"> ■ How does this sentence contribute to the tone of the passage? ○ How does Thomas Garrett's story contribute to the overall development of ideas in the passage? ○ Write the letter of the summary of each story Harriet Tubman tells on the December journey to freedom in the middle column of the chart below. ○ Write the letter of two examples from the excerpt of <i>Harriet Tubman: Conductor on the Underground Railroad</i> that exemplify Harriet's tie to her faith in the chart below. ○ In the "Letter from Frederick Douglass to Harriet Tubman, 1868," how does Frederick Douglass contrast his position with Harriet Tubman's? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students put details from the text in chronological order? ● Can students identify evidence from the text to support responses to multiple-choice questions? 	<ul style="list-style-type: none"> ● Can students put details from the text in chronological order? ● Can students identify evidence from the text to support responses to multiple-choice questions? 	
Text(s)	<p><i>Harriet Tubman: Conductor of the Underground Railroad</i> (chapters 14 and 15) by Ann Petry "Letter from Frederick Douglass to Harriet Tubman, 1869"</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold-read task questions ● Cold-read task answer sheet 	Possible Supports During the Lesson:	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes ● Adapting Lesson Plans ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes

			<ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6):<ul style="list-style-type: none">○ Squared paper to make cubes○ Graphic Organizer (Venn Diagram) • Various informational Texts○ Interactive White Board○ Pictures, objects or tactile representations to illustrate the topic, events or details○ Sentence strips that provide support for the authors point of view○ Videos or story boards/cards of the story for visual supports○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text)○ Graphic organizers○ Highlighted information within the text○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Simpler or shorter containing the same key information○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 38: Plan an essay response</i>	Modified Lesson Overview
Description	In this lesson, students will demonstrate their ability to read and understand grade-level texts by beginning a cold-read assessment. Students will plan to write an essay in response to a writing prompt.	<i>Optional</i>
Let's Express Our Understanding	<p>Students complete the cold-read task essay response plan handout for this writing prompt.</p> <p>Reread this sentence from the excerpt from Harriet Tubman: Conductor on the Underground Railroad. We got to go free or die. And freedom's not bought with dust."</p> <p>Throughout Harriet Tubman's journey, she often stated words such as those above to inspire the others to continue the journey for freedom. How did Tubman and two other figures from the excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> exemplify the fight for freedom and encourage others to follow their leads?</p> <p>Write a multiparagraph essay that explains how Harriet Tubman and at least two others from Perry's story have lived out these words. Cite evidence from the excerpt to support your response. Be sure to observe the conventions of standard English.</p> <p>Cold-Read Task Essay Response Plan: How did each figure exemplify the fight for freedom and encourage others to follow their lead? Provide evidence for each figure.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students identify two figures who exemplify the fight for freedom? 	

	<ul style="list-style-type: none"> • Can students provide appropriate textual evidence to support the ideas? 	
Text(s)	<i>Harriet Tubman: Conductor of the Underground Railroad</i> (chapters 14 and 15) by Ann Petry “Letter from Frederick Douglass to Harriet Tubman, 1869”	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Cold-read task questions • Cold-read task answer sheet • Cold-read task essay response plan handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Partner work to complete response plan handout

Lesson Overview

Lesson Number	<i>Lesson 39: Write an essay</i>		Modified Lesson Overview
Description	In this lesson, students will demonstrate their ability to read and understand grade-level texts by beginning a cold-read assessment. Students will write an essay in response to a writing prompt.		<i>Optional</i>
Let's Express Our Understanding	<p>Students will write an essay in response to the reading prompt, then proofread and edit their work.</p> <p>Reread this sentence from the excerpt from Harriet Tubman: Conductor on the Underground Railroad.</p> <p>“We got to go free or die. And freedom’s not bought with dust.”</p> <p>Throughout Harriet Tubman’s journey, she often stated words such as those above to inspire the others to continue the journey for freedom. How did Tubman and two other figures from the excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i> exemplify the fight for freedom and encourage others to follow their leads?</p> <p>Write a multiparagraph essay that explains how Harriet Tubman and at least two others from Perry’s story have lived out these words. Cite evidence from the excerpt to support your response. Be sure to observe the conventions of standard English.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how these individuals exemplified the fight for freedom and encourage others to follow them? ● Can students provide appropriate textual evidence to support their ideas? 		
Text(s)	<p><i>Harriet Tubman: Conductor of the Underground Railroad</i> (chapters 14 and 15) by Ann Petry</p> <p>“Letter from Frederick Douglass to Harriet Tubman, 1869”</p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Cold-read task 	<p>Possible Supports During the Lesson:</p>	

	<p>questions</p> <ul style="list-style-type: none">● Cold-read task answer sheet● Cold-read task essay response plan handout	<ul style="list-style-type: none">● Editing checklist	
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Section Overview

Section Number	Section 10	Modified Section Overview
Description	Behind the Scenes	Original and adapted versions of <i>Behind the Scenes</i>
Assessment	<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students present their ideas in a brief multimedia presentation and conduct a peer review of others' presentations.</p> <p>Culminating task connections: Students completed the culminating writing task in a previous section. Students demonstrate their understanding of Keckley's view of slavery by comparing her story to two other emancipated slaves. This prepares students to analyze how an author's tone impacts the reader's understanding of a text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze various sources on the same topic? ● How well does the student use research and tools to create a multimedia presentation? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate multimedia components and visual displays in presentations to clarify findings? 	<p>Students investigate two accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various ways their chosen topic is described in each account. In this lesson, students present their ideas in a brief multimedia presentation and participate in a peer review of others' presentations.</p> <p>Culminating task connections: Students completed the culminating writing task in a previous section.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze various sources on the same topic? ● How well does the student identify and explain information gained from various sources on the same topic? ● How well does the student use research and tools to create a multimedia presentation? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate multimedia components and visual displays in presentations to clarify findings?

	<ul style="list-style-type: none"> ● How well does the student present claims in a coherent manner, using appropriate eye contact, adequate volume, and clear pronunciation? 	<ul style="list-style-type: none"> ● How well does the student present claims in a coherent manner, using appropriate eye contact, adequate volume, and clear pronunciation?
Section Length	4 lessons	3 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Foundational Skills ● Support for Reading Fluency ● Fluency Task <ul style="list-style-type: none"> - “America, the Beautiful” ● Support for Knowledge Demands 	
	<p>The <u>Supports Flow Chart</u> includes information, guidance, and support to use with individuals or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	
<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and <u>adapted versions</u> of <i>Behind the Scenes</i> ● Essential Elements Cards – <u>Grades 6-8 Informational Text</u> ● Student Response Modes – <u>ELA</u> ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● <u>English Language Arts Guidebook Reading Support</u> ● Word lists (e.g., passage- and or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) 		

Lesson Overview

Lesson Number	<i>Lesson 40: Analyze the extension task and conduct research</i>		Modified Lesson Overview
Description	For the extension task, students will demonstrate their ability to research a topic, synthesize the information, create and present a multimedia presentation to an audience. In this lesson, students will analyze the extension task, choose a research topic, and begin conducting research.		For the extension task, students will demonstrate their ability to research a topic, synthesize the information, create and present a multimedia presentation to an audience. In this lesson, students will analyze the extension task, choose a research topic, and begin conducting research. Provide a list of acceptable websites to use for research. <ul style="list-style-type: none"> ● LC.RI.7.2c Create an objective summary of a text. ● 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.
Let's Express Our Understanding	Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students will review the contents of the extension task presentation plan, note how it matches the requirements of the research task, choose a topic, and begin conducting research.		Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students will review the contents of the extension task presentation plan, note how it matches the requirements of the research task, choose a topic, and begin conducting research.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students select a research topic that meets the extension task requirements? ● Can students identify how the extension task presentation plan matches the requirements of the task? 		<ul style="list-style-type: none"> ● Can students select a research topic that meets the extension task requirements? ● Can students identify how the extension task presentation plan matches the requirements of the task?
Text(s)	Various primary and secondary sources		Various primary and secondary sources
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Computer 	Possible Supports During the Lesson:	Additional Supports for SWSCDs: <ul style="list-style-type: none"> ● <u>Student Response Modes</u>

	<ul style="list-style-type: none"> ● Internet ● Research materials: additional texts, films, audio files, etc. ● Extension task directions ● Extension task multimedia presentation rubric ● Extension task presentation plan handout ● Extension task presentation plan exemplar ● Conversation stems learning tool ● Teacher talk moves strategy guide 	<ul style="list-style-type: none"> ● Guiding questions ● Model choosing and outlining sources 	<ul style="list-style-type: none"> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text</u> (LC.RI.7.6): <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Graphic organizers ○ Highlighted information within the text ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Clearly differentiated multiple-choice answers Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter containing the same key information ○ Peer support, collaborative grouping
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Lesson Overview

Lesson Number	<i>Lesson 41: Conduct research and organize notes</i>	Modified Lesson Overview
Description	<p>For the extension task, students will demonstrate their ability to research a topic, synthesize the information, create and present a multimedia presentation to an audience. In this lesson, students will conduct research on a chosen topic, and organize their notes.</p>	<p>For the extension task, students will demonstrate their ability to research a topic, synthesize the information, create and present a multimedia presentation to an audience. In this lesson, students will conduct research on a chosen topic, and organize their notes.</p> <p>Provide a list of acceptable websites to use for research.</p> <ul style="list-style-type: none"> ● LC.RI.7.2a Determine the central idea of a text. LC.RI.7.2b Analyze the development of the central idea over the course of the text. ● LC.RI.7.2c Create an objective summary of a text. ● 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. ● LC.RI.7.8a Identify an argument or claim that the author makes. ● LC.RI.7.8b Evaluate the claim or argument to determine if they are supported by evidence. ● LC.RI.7.8c Distinguish claims or arguments from those that are supported by evidence from those that are not.
Let's Express Our Understanding	<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students research their topic and fill out the extension task presentation plan.</p> <ul style="list-style-type: none"> ● How does each source portray the chosen topic? Provide text evidence to support your claims. 	<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students research their topic and fill out the extension task presentation plan.</p> <ul style="list-style-type: none"> ● How does each source portray the chosen topic? Provide text evidence to support your claims.

	<ul style="list-style-type: none"> ● How does this portrayal mirror or differ from the other sources? ● How do the different perspectives build a more complete understanding of the person, event, or idea? Include evidence and interpretations. ● How does this evidence of interpretations affect reader understanding? 	<ul style="list-style-type: none"> ● How does this portrayal mirror or differ from the other sources? ● How do the different perspectives build a more complete understanding of the person, event, or idea? Include evidence and interpretations. ● How does this evidence of interpretations affect reader understanding? 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how different perspectives build understanding of a topic? ● Can students provide evidence to support their research? 	<ul style="list-style-type: none"> ● Can students explain how different perspectives build understanding of a topic? ● Can students provide evidence to support their research? 	
Text(s)	Various primary and secondary sources	<i>Various primary and secondary sources</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Computer ● Internet ● Research materials: additional texts, films, audio files, etc. ● Extension task directions ● Extension task multimedia presentation rubric ● Extension task presentation plan handout ● Extension task presentation plan exemplar 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Small group instruction to locate and evaluate sources ● Guiding questions ● How to avoid plagiarism handout 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u> ● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—<u>Grades 6-8 Informational Text (LC.RI.7.6)</u>: <ul style="list-style-type: none"> ○ Squared paper to make cubes ○ Graphic Organizer (Venn Diagram) • Various informational Texts ○ Interactive White Board ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that provide support for the authors point of view ○ Videos or story boards/cards of the story for visual supports

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

Lesson Number	<i>Lesson 42: Create a multimedia presentation</i>		Modified Lesson Overview
Description	For the extension task, students will demonstrate their ability to research a topic, synthesize the information, create and present a multimedia presentation to an audience. In this lesson, students will use their notes to create a multimedia presentation.		<i>Optional</i>
Let's Express Our Understanding	Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. Students will create a multimedia presentation for the extension task.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use their research and provided tools to create a multimedia presentation? ● Can students use evidence to support their claims in their presentation? 		
Text(s)	Various primary and secondary sources		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Computer ● Internet ● Tools to create a multimedia presentation ● Extension task directions ● Extension task multimedia presentation rubric ● Extension task presentation plan 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Guiding questions ● Small group instruction for creating presentation ● How to avoid plagiarism handout ● Citation tools 	

	handout		
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Lesson Overview			
Lesson Number	<i>Lesson 43</i>		Modified Lesson Overview
Description	<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students present their ideas in a brief multimedia presentation and conduct a peer review of others' presentations.</p>		<p>Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. In this lesson, students present their ideas in a brief multimedia presentation and conduct a peer review of others' presentations.</p> <ul style="list-style-type: none"> ● <i>LC.W.7.6 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</i> ● <i>LC.W.7.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</i>
Let's Express Our Understanding	Conduct presentation. Engage in giving and receiving constructive feedback.		Conduct presentation. Engage in giving and receiving constructive feedback.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students effectively incorporate multimedia components into a presentation about their topic? ● Can students analyze various sources to compare and contrast accounts of a specific topic? 		<ul style="list-style-type: none"> ● Can students effectively incorporate multimedia components into a presentation about their topic? ● Can students analyze various sources to compare and contrast accounts of a specific topic?
Text(s)	none		<i>none</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Completed multimedia presentation ● Extension task 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Guiding questions ● Feedback sentence 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● <u>Student Response Modes</u> ● <u>Adapting Lesson Plans</u>

	<p>directions</p> <ul style="list-style-type: none">● Extension task <p>multimedia</p> <p>presentation rubric</p> <ul style="list-style-type: none">● Teacher talk moves <p>strategy guide</p>	<p>stems</p>	<ul style="list-style-type: none">● Additional Supports for Diverse Learners Section 1 of Grade 7 Scenes● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions
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