Grade 8 – *Flowers for Algernon*

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

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

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

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

Happy piloting!

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

ELA Companion Resources Survey

Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020

Guidance for Accessing and Adapting Grade-Level Text

Grade 8, Unit 3 - *Flowers for Algernon*

Unit Overview		
Grade	8	**Modified Unit Overview**
Guidebook Text	Flowers for Algernon	Original and adapted versions of *Flowers for Algernon*
Unit Description	We will read the short story *Flowers for Algernon* by Daniel Keyes and a series of related literary and informational texts to explore the questions: What happens when humans try to manipulate the minds of others and how has our understanding of intelligence evolved over time? We will express our understanding through an essay that analyzes how Charlie in *Flowers for Algernon* has changed from the beginning, and if the surgery has improved or worsened his quality of life.	Students with significant cognitive disabilities will have access to both the original and adapted versions of "*Flowers for Algernon"* by Daniel Keyes to explore the questions: What happens when humans try to control the minds of others and how has our understanding of intelligence evolved over time? The students will express their understanding through a permanent product that analyzes how Charlie in *Flowers for Algernon* has changed from the beginning of the novel, and if the surgery has improved or worsened his quality of life.
Essential Question	*How do we measure intelligence, and to what extent does intelligence determine quality of life?*	*How do we measure intelligence, and to what extent does intelligence determine quality of life?*
Culminating Task	Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? To answer these questions:	We considered how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? To answer these questions:

	● Describe the changes in Charlie over the course of the text as a result of the surgery. ● Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie's changes. ● Evaluate whether the changes had a positive or negative impact on Charlie. ● Determine how the author's choices impact the way the reader views the changes in Charlie. ● Locate evidence to support your claim and acknowledge evidence that supports an opposing claim. Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.	● Describe the changes in Charlie over the course of the text as a result of the surgery. ● Evaluate whether the changes had a positive or negative impact on Charlie. ● Determine how the author's choices impact the way the reader views the changes in Charlie. ● Locate evidence to support your claim and acknowledge evidence that supports an opposing claim. Your permanent product should state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. **LC.RL.8.1b** Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.
Sections & Lessons	11 Sections, 43 Lessons	6 Sections, 27 Lessons

Assessment Overview			
Guidebook Assessment			**Modified Assessment Overview**
Culminating Writing Task	Students write a multiparagraph essay in response to the prompt: Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?	● Culminating writing task directions ● Exemplar student response ● Grade 6-8 writing rubric	We considered how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life? To answer these questions: ● Describe the changes in Charlie over the course of the text as a result of the surgery. ● Evaluate whether the changes had a positive or negative impact on Charlie. ● Determine how the author's choices impact the way the reader views the changes in Charlie. ● Locate evidence to support your claim and acknowledge evidence that supports an opposing claim. Your permanent product should state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. **LC.RL.8.1b** Use two or more pieces of evidence to support

			inferences, conclusions, or summaries or text.
Cold-Read Task	Students read “Does IQ Test Really Measure Intelligence?”: and “IQ Tests are ‘Meaningless and Too Simplistic’ Claim Researchers.” Then students answer a combination of questions.	● Assessment ● Answer key ● Answer sheet ● Grade 6-8 writing rubric	*This will be optional.*
Extension Task	Students engage in a series of conversations and conduct research to write an informative essay which (1) presents different theories of intelligence, (2) identifies who developed each theory and how, and (3) explains why each theory is or is not widely accepted today. Students also share their information with the class.	● Extension task directions ● Exemplar student response ● Grade 6-8 writing rubric	*This will be optional.*

Section Overview		
Section Number	1	**Modified Section Overview**
Description	Flowers for Algernon	Original and adapted versions of “The Story of Prometheus”
Assessment	Students write a paragraph in response to these questions: What is a theme of “The Story of Prometheus”? How do Prometheus’ and Jupiter’s actions develop a theme of the text? **Culminating task connections:** Students demonstrate their understanding of how characters’ actions develop the theme of a text. The text also develops themes related to intelligence including: knowledge plays a role in bettering the human condition. This prepares students to analyze how the actions of characters in *Flowers for Algernon* reveal a central idea or theme related to intelligence. This will play a role in evaluating if Charlie’s surgery improved or worsened his quality of life. Students also demonstrate their ability to form a claim, cite textual evidence, develop a response, integrate quotations,	With a partner, the student will use the summary template for their assigned section of “The Story of Prometheus.” Students complete sentence frames using verbals in response to these questions: What is a theme of “The Story of Prometheus”? How do Prometheus’ and Jupiter’s actions develop a theme of the test? **Culminating task connections:** Students show their understanding of how characters’ actions develop the theme of a text. The text also develops themes related to intelligence including: knowledge plays a role in bettering the human condition. This prepares students to discover how the actions of characters in *Flowers for Algernon* reveal a central idea or theme related to intelligence. This will play a role in forming an idea about if Charlie’s surgery improved or worsened his quality of life.

	analyze relationships, and make meaning from the text. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student analyze how the author's word choice impacts our understanding of characters and events? ● How well does the student analyze how characters' actions develop a theme? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student analyze relationships among the details of a text and how they develop ideas?	Students also demonstrate their ability to form a claim, summarize textual evidence, develop a response, identify relationships, and make meaning from the text. This prepares students to write a response to literature. **Reading/Knowledge Look Fors:** ● How well does the student determine how Baldwin's tone impacts how we understand the characters and events? ● How well does the student identify evidence from the text to support the claim? **Writing/ELA Skill Look Fors:** ● How well does the student summarize what happens in his/her assigned section of "The Story of Prometheus?" ● How well does the student organize his/her summary into a response? ● How well does the student complete a sentence frame using the appropriate verbal? ● How well does the student analyze relationships among the details of a text and how they develop ideas?

Section Length	4 lessons		4 lessons
Additional Supports for Diverse Learners	**Before the Section:** ● **Support for Foundational Skills** ● **Support for Reading Fluency** ○ **Fluency Task** ■ **"The Story of Prometheus" from *Old Greek Stories*** ● **Support for Knowledge Demands** ○ **Let's Set the Context video** ■ **brief history of the Titans** ■ **"The Character of Prometheus"**	During the Section: ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary ■ Vocabulary Task for "intent" and "set his heart" ■ Vocabulary Task for "ignorant" ■ Language Links from TWR ■ Mentor Sentence ○ Support for Meaning ■ Additional text-dependent questions for Lesson 3 ■ Additional support for determining theme and supporting evidence for	Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 01 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

		Lesson 4	
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 1: Summarize a Greek Myth*	**Modified Lesson Overview**
Description	In this lesson, students read and summarize "The Story of Prometheus." Students also discuss what makes the story a myth.	In this lesson, students read and summarize "The Story of Prometheus" and, as needed, an *adapted version*. ● Use two or more pieces of evidence to support inferences, conclusions, or summaries or text (LC.RL.8.1b). ● Compare modern works of literature to the texts from which they draw ideas (LC.RL.8.9).
Let's Express Our Understanding	Complete the summary template for your assigned section of "The Story of Prometheus."	With a partner, complete the summary template for your assigned section of "The Story of Prometheus."
Lesson Look-Fors	● Can students summarize what happens in each section of "The Story of Prometheus?"	● Can the student summarize what happens in his/her assigned section of "The Story of Prometheus?"

	• Can students organize their summary into a written response?		• Can the student organize his/her summary into a response?
Text(s)	"The Story of Prometheus" sections I and II by James Baldwin		"The Story of Prometheus" sections I and II by James Baldwin
Materials	Lesson Materials: • Reading log • Summary template handout	Possible Supports During the Lesson: • Audio recording of *The Story of Prometheus*	Additional Supports for SWSCDs: • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 01 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1b): •Highlighters • Text • Sorts • Read aloud texts • Interactive white board

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

Lesson Overview

Lesson Number	*Lesson 2: Summarize a Greek Myth*	**Modified Lesson Overview**
Description	In this lesson, students complete sentence frames using verbals. Students also revise their summaries of "The Story of Prometheus" to incorporate grade level sentence constructions.	In this lesson, students complete sentence frames using verbals. Use two or more pieces of evidence to support inferences, conclusions, or summaries or text (LC.RL.8.1b). With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (LC.W.8.5b).
Let's Express Our Understanding	Revise your summary from lesson 1 to include at least one of the sentences from the sentence frames handout. Write your revised summary on the back of your summary template handout.	• With a partner, write or select sentences from the sentence frames handout to support your response. • Write your revised summary on the back of your summary template handout.
Lesson Look-Fors	• Can students complete a sentence frame using the appropriate verbal? • Can students revise their summary to include a sentence that uses a verbal?	• Can the student complete a sentence frame using the appropriate verbal? • Can the student revise their summary to include a sentence that uses a verbal?
Text(s)	"The Story of Prometheus" sections I and II by James Baldwin	"The Story of Prometheus" sections I and II by James Baldwin

Materials	Lesson Materials: ● Reading log ● Summary template handout ● Sentence frames handout	*Possible Supports During the Lesson:* ● *Audio recording of The Story of Prometheus* ● *Teacher talk moves*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 01 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards -Grade 6-8 Literature (LC.RL.8.1b): •Highlighters • Text • Sorts • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading

			• Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 3: Analyze Vocabulary in Greek Myths*	**Modified Lesson Overview**
Description	In this lesson, students reread "The Story of Prometheus" and work with the language to analyze how the author's word choice impacts tone and meaning. Students also respond to text-dependent questions and select evidence to support their analysis.	In this lesson, students reread "The Story of Prometheus" and, as needed, an *adapted version*. ● Use context as a clue to the meaning of a grade-appropriate word or phrase (LC.L.8.4a) ● Use grade-appropriate general academic and

			domain-specific words and phrases accurately (LC.L.8.6a). ● Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.8.1a).
Let's Express Our Understanding	In your reading log, answer this question: How does the author's tone affect your understanding of "The Story of Prometheus"?		With a partner, answer this question in your reading log: How does the author's tone affect your understanding of "The Story of Prometheus"?
Lesson Look-Fors	● Can students determine how Baldwin's tone impacts how we understand the characters and events? ● Can students provide evidence from the text in support of the claim?		● Can the student determine how Baldwin's tone impacts how we understand the characters and events? ● Can the student identify evidence from the text to support the claim?
Text(s)	"The Story of Prometheus" sections I and II by James Baldwin		"The Story of Prometheus" sections I and II by James Baldwin
Materials	Lesson Materials: ● Highlighters for annotation ● Reading log	*Possible Supports During the Lesson:* ● *Audio recording of The Story of Prometheus* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 01 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to

			provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 4: Analysis of Characters' Actions in Greek Myths*	**Modified Lesson Overview**
Description	In this lesson, students engage in a discussion about "The Story of Prometheus" to demonstrate understanding of the text. Students also write a thematic analysis paragraph including text evidence to support their analysis.	In this lesson, students engage in a discussion about "The Story of Prometheus" to demonstrate understanding of the text. ● Discuss how own view or opinion changes using new information provided by others (LC.SL.8.1c). ● When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (LC.W.8.3c). ● Compare and contrast the points of view of

			different characters in the same text (LC.RL.8.6a).
Let's Express Our Understanding	Write a paragraph in response to these questions: What is a theme of "The Story of Prometheus"? How do Prometheus' and Jupiter's actions develop a theme of the text?		With a partner, write a paragraph in response to these questions: What is a theme of "The Story of Prometheus"? How do Prometheus' and Jupiter's actions develop a theme of the text?
Lesson Look-Fors	• Can students determine a theme of the text? • Can students provide evidence from the text in support of the theme?		• Can the student determine a theme of the text? • Can the student provide text evidence to support the theme?
Text(s)	"The Story of Prometheus" sections I and II by James Baldwin		"The Story of Prometheus" sections I and II by James Baldwin
Materials	Lesson Materials: • Discussion questions handout • Reading log	*Possible Supports During the Lesson:* • *Audio recording of The Story of Prometheus* • *Conversation stems* • *Evidence sentence starters* • *Teacher talk moves*	Additional Supports for SWSCDs: • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 01 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.6a):

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

			provide access to content and facilitate responding

Section Overview		
Section Number	2	**Modified Section Overview**
Description	Flowers for Algernon	Original and adapted versions of Flowers for Algernon
Assessment	Students write a summary of Progress Reports 1-3 including at least 2 quotations which reveal aspects of Charlie's character. Students explain in their summary what the quotations reveal. **Culminating task connections:** Students demonstrate their understanding of the character Charlie in the beginning of *Flowers for Algernon,* noting his strong desire to be more intelligent. This prepares students to analyze the change in his character and in his intelligence over the course of the text. These changes will in turn help them to take a stance in determining if Charlie's surgery improved or worsened his quality of life.	With a partner students will write a summary of Progress Reports 1-3 including at least 2 quotations which reveal aspects of Charlie's character. Students explain in their summary what the quotations reveal. **Culminating task connections:** Students show their understanding of the character Charlie in the beginning of *Flowers for Algernon,* identifying his strong desire to be more intelligent. This prepares students to identify the change in his character and in his intelligence over the course of the text. These changes will in turn help them to take a position in determining if Charlie's surgery improved or worsened his quality of life

	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:** ● How well does the student analyze the character Charlie? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	Students also demonstrate their ability to write a persuasive text that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a literary response. **Reading/Knowledge Look Fors:** ● How well does the student accurately describe the character Charlie? **Writing/ELA Skill Look Fors:** ● How well does the student provide evidence from the text in support of their character analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
Section Length	1 lesson	1 lesson

Additional Supports for Diverse Learners	**Before the Section:** ● **Support for Reading Fluency** ○ **Fluency Task** ■ **"The Bear and the Two Travelers" by Aesop**	During the Section: ○ Support for Language ■ Language Links from TWR ○ Support for Meaning ■ Additional text-dependent questions for Lesson 5	Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 02 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 5: Character Analysis in "Flowers for Algernon"*	**Modified Lesson Overview**

Description	In this lesson, students read the first three progress reports of "Flowers for Algernon" by Daniel Keyes and analyze the character Charlie. Students also respond to text-dependent questions and select evidence to support their analysis. For homework, students read the first six paragraphs of "What's in an Inkblot? Some Say, Not Much" and respond to text dependent questions.		In this lesson, students read the first three progress reports of "Flowers for Algernon" by Daniel Keye, and as needed, an *adapted version*. ● Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.8.1a). ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision (LC.RL.8.3a).
Let's Express Our Understanding	Write a summary of Progress Reports 1-3. Be sure to include at least 2 quotations which reveal aspects of Charlie's character. Explain in your summary what the quotations reveal.		● With a partner, write a summary of Progress Reports 1-3. Be sure to include at least 1 quotation which reveals an aspect of Charlie's character. ● Explain in your summary what the quotation reveals.
Lesson Look-Fors	● Can students accurately describe the character Charlie? ● Can students provide evidence from the text in support of their character analysis?		● Can the student accurately describe the character Charlie? ● Can the student provide evidence from the text in support of their character analysis?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials:	*Possible Supports During the*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans

	• Reading log	*Lesson:* • *Teacher talk moves* • *Evidence sentence starters*	• Student Response Modes • Diverse Learners Guide - Section 02 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and stu • dent-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.3a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports

			• Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program dialogue into AT devices for students to participate in the role play

Section Overview		
Section Number	3	**Section is optional**
Description	Flowers for Algernon	
Assessment	Students write a response to this prompt: Explain whether the tests given to Charlie are useful for determining his suitability for the experiment. Use evidence from “What’s in an Inkblot? Some Say, Not Much” and “Flowers for Algernon” to support your claim and reasons. **Culminating task connections:**	

	Students build their understanding of how intelligence is measured and explore both sides of the debate about the usefulness of projective tests. This prepares students to analyze the change in Charlie's character and in his intelligence as a result of his procedure. These changes will in turn help them to take a stance in determining if Charlie's surgery improved or worsened his quality of life. 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:** ● How well does the student identify each side of the debate over the Rorschach and other projective tests? ● How well does the student explain why the tests given to Charlie are or are not useful for determining his suitability for the experiment? ● How well does the student analyze opposing viewpoints? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

<table>
<tr><td>Section Length</td><td colspan="2">5 lessons</td><td>5 optional lessons</td></tr>
<tr><td rowspan="2">Additional Supports for Diverse Learners</td><td>Before the Section:

● Support for Foundational Skills

● Support for Reading Fluency

● Support for Knowledge Demands

○ Let's Set the Context video

■ "Psychological Testing"

■ "What Happens During a Psychological Evaluation"

■ "What is a Rorschach Test?"</td><td>During the Section:

○ Support for Language

■ Protocol for Explicitly Teaching Vocabulary

■ Vocabulary task for "conclusions"

■ Language Links from TWR

○ Support for Structure

■ Additional sentence stems for Lesson 7</td><td>Additional Supports for SWSCDs:
● Original and adapted versions of Flowers for Algernon
● Louisiana Connectors
● Essential Elements Cards - Grades 6-8 Literature
● Student Response Modes - ELA
● IEP Goals
● Assistive Technology
● Additional Supports for Diverse Learners specific for Section 03 of Grade 08 Flowers of Algernon - Section Supports
● English Language Arts Guidebook Reading Support
● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words)
● Writing rubric/criteria for development and evaluation of a response
● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)</td></tr>
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Lesson Overview		
Lesson Number	*Lesson 6: "What's in an Inkblot? Some Say, Not Much"*	**Lesson is Optional**
Description	In this lesson, students read "What's in an Inkblot? Some Say, Not Much" and analyze the academic vocabulary. Students also identify each side of the debate over projective tests and support each side with text evidence.	
Let's Express Our Understanding	Discuss the first section of the text with your partner. Then, in your reading log, complete the sentence stems. ○ Projective tests are controversial because…. ○ Projective tests are controversial but…. ○ Projective tests are controversial so….	
Lesson Look-Fors	● Can students identify each side of the debate over the Rorschach and other projective tests? ● Can students provide evidence from the text that supports each side of the debate?	
Text(s)	"What's in an Inkblot? Some Say, Not Much" by Erica Goode	

Materials	Lesson Materials: ● Reading log	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	

Lesson Overview		
Lesson Number	*Lesson 7: Understand an Argument*	**Lesson is Optional**
Description	In this lesson, students reread "What is an Inkblot? Some Say, Not Much" to understand the controversy surrounding the use of projective tests. Students also analyze academic language and locate evidence to support various claims made in the text.	
Let's Express Our Understanding	Complete the H-chart handout to summarize the claims of the various scientists and researchers. Provide textual evidence to support the placement of each name on the H-chart.	
Lesson Look-Fors	● Can students categorize scientists and researchers who believe the projective tests are useful, not useful, and useful in specific situations?	

	● Can students provide evidence from the text that supports the placement of names in each category?		
Text(s)	"What's in an Inkblot? Some Say, Not Much" by Erica Goode		
Materials	Lesson Materials: ● Reading log ● Different colored highlighters or sticky notes ● The H-chart handout	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems* ● *Transitions*	

Lesson Overview		
Lesson Number	*Lesson 8: Analyze an Argument*	**Lesson is Optional**
Description	In this lesson, students reread "What's in an Inkblot? Some Say, Not Much" and analyze the argument to determine a central idea. Students also develop written claims.	

Let's Express Our Understanding	Discuss how the author uses words and phrases to recognize opposing claims in "What's in an Inkblot? Some Say, Not Much." Complete the first box on the second page of the argument analysis handout: Consider the controversy surrounding the use of projective tests. How does the author recognize opposing or conflicting viewpoints in "What is an Inkblot? Some Say, Not Much"? To answer this question: ● Locate instances in the article where the author shifts between opposing viewpoints. ● Look for words and phrases the author uses, such as "while" and "but even," and the structure of her sentences. ● Describe how the author recognizes opposing or conflicting viewpoints and provide examples from the article in your description.	
Lesson Look-Fors	● Can students explain how the author recognizes opposing viewpoints in the text? ● Can students provide text evidence to support their explanation?	
Text(s)	"What's in an Inkblot? Some Say, Not Much" by Erica Goode	

Materials	Lesson Materials: ● The argument analysis handout ● The H-chart handout	*Possible Supports During the Lesson:* ● *Conversation stems* ● *Teacher talk moves*	

Lesson Overview		
Lesson Number	*Lesson 9: Apply Knowledge to "Flowers for Algernon"*	**Lesson is Optional**
Description	In this lesson, students locate evidence to support a claim they're making about the usefulness of the projective tests used on Charlie. Students also engage in a discussion and then write the first draft of a response.	
Let's Express Our Understanding	Write a response to this prompt: Explain whether the tests given to Charlie are useful for determining his suitability for the experiment. Use evidence from "What's in an Inkblot? Some Say, Not Much" and "Flowers for Algernon" to support your claim and reasons.	
Lesson Look-Fors	● Can students explain why the tests given to Charlie are or are not useful for determining his suitability for the experiment?	

	● Can students provide text evidence from both texts to support their claim?		
Text(s)	"What's in an Inkblot? Some Say, Not Much" by Erica Goode and "Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● The argument analysis handout ● The H-chart handout ● The evidence chart handout ● Reading log	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems* ● *Evidence sentence starters*	

Lesson Overview		
Lesson Number	*Lesson 10: Revise a written response to defend a claim about a literary text*	**Lesson is Optional**
Description	In this lesson, students use information gained from "What's in an Inkblot? Some Say, Not Much" to develop and defend a claim	

	about “Flowers for Algernon.” Students also work with peers to revise their written responses.		
Let’s Express Our Understanding	Revise your response from lesson 9 that addressed the prompt: Explain whether the tests given to Charlie are useful for determining his suitability for the experiment. Use evidence from “What’s in an Inkblot? Some Say, Not Much” and “Flowers for Algernon” to support your claim and reasons. Be sure you: (1) incorporate relevant evidence from both texts; (2) acknowledge an opposing claim; and (3) use words, phrases, and clauses to clarify claims and counterclaims, reasons, and evidence.		
Lesson Look-Fors	● Can students acknowledge the opposing claim? ● Can students use words, phrases, and clauses to clarify claims and counterclaims, reasons, and evidence?		
Text(s)	“What’s in an Inkblot? Some Say, Not Much” by Erica Goode and “Flowers for Algernon” by Daniel Keyes		
Materials	Lesson Materials: ● The argument analysis	*Possible Supports During the Lesson:*	

	handout ● The H-chart handout ● The evidence chart handout ● Reading log	● *Conversation stems* ● *Evidence sentence starters* ● *Transitions*	

Section Overview		
Section Number	4	**Modified Section Overview**
Description	Flowers for Algernon	Original and adapted versions of Flowers for Algernon
Assessment	Students participate in a Socratic seminar to answer the questions: How does the surgery change Charlie? Is Charlie's life improved because of the surgery? **Culminating task connections:** Students build their understanding of how Charlie's surgery has changed him. They contrast the meaning of the words "smart"	Students participate in a discussion to get a deeper understanding to answer the questions: How does the surgery change Charlie? Is Charlie's life improved because of the surgery? **Culminating task connections:**

	and “intelligent” and consider Charlie’s understanding of what it means to be smart. Students also consider for the first time if the surgery has improved Charlie’s quality of life, an opinion that will evolve throughout the unit. 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:** ● How well does the student explain how the surgery has changed Charlie? ● How well does the student explain the relationship between being considered smart and being considered intelligent? ● How well does the student explain how irony helps the reader understand Charlie’s character. **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis?	Students build their understanding of how Charlie’s surgery has changed him. They contrast the meaning of the words “smart” and “intelligent” and consider Charlie’s understanding of what it means to be smart. Students also consider for the first time if the surgery has improved Charlie’s quality of life, an opinion that will change throughout the unit. Students also demonstrate their ability to write a persuasive text that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a literary response. **Reading/Knowledge Look Fors:** ● How well does the student explain how Charlie has changed as a result of his surgery? ● How well does the student select an event or quotation from Progress reports 4-8 that reveals Charlie’s understanding of what it means to be smart? ● How well does the student explain an example of dramatic irony in Progress Report 9?

	● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?		**Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student write a thesis statement that explains how the surgery has changed Charlie that includes a clear reason? ● How well does the student, with a partner, revise the response using evidence from this lesson to answer this question: What does Charlie understand about being smart? ● How well does the student write a revised response on notebook paper?
Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners	**Before the Section:** ● **Support for Reading Fluency** ○ **Fluency Task** ■ **"A Life Defined Not by Disability, But Love" by NPR Staff**	During the Section: ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary ■ Vocabulary task for "intelligent" and "intellectual"	Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 04 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support

		■ Language Links from TWR for Lessons 11 and 13 ○ Support for Meaning ■ Additional text-dependent questions for Lesson 13 ■ Additional support for understanding how irony helps the reader to better understand the characters for Lesson 14 ■ Additional support for engaging in academic discussions for Lesson 15	● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 11: How has Charlie changed?*	**Modified Lesson Overview**

Description	In this lesson, students read Progress Reports 4-8 of "Flowers for Algernon" and analyze Charlie's character and the author's use of irony to develop meaning. Students also compare and contrast Charlie before and after his surgery.	In this lesson, students read Progress Reports 4-8 of "Flowers for Algernon" and as needed, an *adapted version*. ● Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character (LC.RL.8.3c). ● Compare and contrast content presented in text, media, and live performance (LC.RL.8.7).
Let's Express Our Understanding	Complete the following task in your reading log: Select a quotation or describe an event from Progress Reports 5-8 of "Flowers for Algernon." Describe in 1-3 sentences what the quotation or description reveals about Charlie's understanding of what it means to be smart.	● With a partner, complete the following task in your reading log: Select a quotation or describe an event from Progress Reports 5-8 of "Flowers for Algernon." ● Write a sentence showing what the quotation or description reveals about Charlie's understanding of what it means to be smart.
Lesson Look-Fors	● Can students explain how Charlie has changed as a result of his surgery? ● Can students select an event or quotation from Progress reports 4-8 that reveals Charlie's understanding of what it means to be smart?	● Can students explain how Charlie has changed as a result of his surgery? ● Can students select an event or quotation from Progress reports 4-8 that reveals Charlie's understanding of what it means to be smart?
Text(s)	"Flowers for Algernon" by Daniel Keyes	"Flowers for Algernon" by Daniel Keyes

Materials	Lesson Materials: ● Sticky notes ● The before/after surgery chart ● Reading log	*Possible Supports During the Lesson:* ● *Teacher Talk Moves* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.3c): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details

			• Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program dialogue into AT devices for students to participate in the role play

Lesson Overview		
Lesson Number	*Lesson 12: What is intelligence?*	**Modified Lesson Overview**
Description	In this lesson, students consider different definitions of intelligence and discuss how Charlie defines "being smart." Students also discuss the relationship between the words "smart" and "intelligent" and revise a written response based on the discussion.	In this lesson, students review different definitions of intelligence and discuss how Charlie defines "being smart." • Use context as a clue to the meaning of a grade-appropriate word or phrase (LC.L.8.4a). • Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word (LC.L.8.4d) • With guidance and support from peers and adults,

			strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (LC.W.8.5b).
Let's Express Our Understanding	Locate the response in your reading log from the previous lesson. Revise the response using evidence from this lesson to answer this question: What does Charlie understand about being smart? Write your revised response on notebook paper.		• Locate the response in your reading log from the previous lesson. • With a partner, revise the response using evidence from this lesson to answer this question: What does Charlie understand about being smart? • Write your revised response on notebook paper.
Lesson Look-Fors	• Can students explain the difference between being considered smart and being intelligent? • Can students revise their response from lesson 11 to include the difference between being considered smart and being considered intelligent?		• Can students explain the difference between being considered smart and being intelligent? • Can students revise their response from lesson 11 to include the difference between being considered smart and being considered intelligent?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: • Reading log • Notebook paper	*Possible Supports During the Lesson:* • *Teacher Talk Moves* • *Conversation stems*	Additional Supports for SWSCDs: • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 04 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners

			• Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping

			• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 13: How Structure Impacts Character and Plot Development*	**Modified Lesson Overview**
Description	In this lesson, students analyze the structure of "Flowers for Algernon" to determine how it contributes to the development of the reader's understanding of Charlie and the events of the story. Students also write a thesis statement to prepare for a Socratic seminar.	In this lesson, students analyze the structure of "Flowers for Algernon" and as needed, an *adapted version*. ● Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic (LC.W.8.2b). ● Develop the topic (i.e., add additional information

			related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (LC.W.8.2c). ● Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text (LC.RL.8.1c).
Let's Express Our Understanding	Write a thesis statement in response to the main seminar question: How does the surgery change Charlie? Also consider, how do the author's choices contribute to your understanding of those changes and their impact on Charlie?		● With a partner, write a thesis statement in response to the main seminar question: How does the surgery change Charlie? ● Think about how the author's choices help your understanding of those changes and their impact on Charlie?
Lesson Look-Fors	● Can students explain how the surgery has changed Charlie? ● Can students write a thesis statement that explains how the surgery has changed Charlie that includes a clear reason?		● Can the student explain how the surgery has changed Charlie? ● Can the student write a thesis statement that explains how the surgery has changed Charlie that includes a clear reason?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: ● The before/after surgery	*Possible Supports During the Lesson:*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 04 of Grade 08

	chart ● The prepare for a Socratic seminar handout	● *Teacher Talk Moves* ● *Conversation stems*	*Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1c): •Highlighters • Text • Sorts • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details

			• Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 14: Impact of Irony on Character Development*	**Modified Lesson Overview**
Description	In this lesson, students learn how irony impacts the reader and contributes to the development of character and events of the story. Students also gather evidence in preparation for a Socratic seminar about whether Charlie is better off as a result of the surgery.	In this lesson, students learn how irony impacts the reader and contributes to the development of character and events of the story. ● Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character (LC.RL.8.3c). ● Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text (LC.RL.8.1c).

Let's Express Our Understanding	Reread Progress Report 9 independently. As you read, locate examples of irony to include on the irony tracker. Complete a row on the irony tracker for each example located.		With a partner reread Progress Report 9. As you read, locate an example of irony to include on the irony tracker.
Lesson Look-Fors	• Can students explain an example of dramatic irony in Progress Report 9? • Can students further explain how the example of irony helps them to understand the text?		• Can the student explain an example of dramatic irony in Progress Report 9? • Can the student further explain how the example of irony helps them to understand the text?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: • The prepare for a Socratic seminar handout • The irony tracker handout • The evidence chart handout	*Possible Supports During the Lesson:* • *Teacher Talk Moves* • *Conversation stems*	Additional Supports for SWSCDs: • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 04 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards -Grade 6-8 Literature (LC.RL.8.3c): • Read aloud texts • Interactive white board

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

Lesson Overview

Lesson Number	*Lesson 15: Conduct a Socratic Seminar*		**Modified Lesson Overview**
Description	In this lesson, students engage in a Socratic seminar to discuss how the surgery changes Charlie. Students also reflect on the quality of the discussion as well as how the discussion reinforced or refined their own claim.		In this lesson, students engage in a Socratic seminar to discuss how the surgery changes Charlie. ● Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument (LC.SL.8.3a). ● Discuss how own view or opinion changes using new information provided by others (LC.SL.8.1c).
Let's Express Our Understanding	Conduct the Socratic seminar to answer the questions: How does the surgery change Charlie? Is Charlie's life improved because of the surgery?		Participate in the Socratic seminar to answer the questions: How does the surgery change Charlie? Is Charlie's life improved because of the surgery?
Lesson Look-Fors	● Can students explain how the surgery has changed Charlie? ● Can students support their claim with evidence from the text?		● Can the student explain how the surgery has changed Charlie? ● Can the student support their claim with evidence from the text?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: ● The evidence chart	*Possible Supports During the Lesson:*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes

	handout	• *Conversation stems* • *Transitions* • *Evidence sentence starters*	• Diverse Learners Guide - Section 04 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.3c): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support

			non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program dialogue into AT devices for students to participate in the role play

Section Overview		
Section Number	5	**Modified Section Overview**
Description	Flowers for Algernon	Original and adapted versions of Flowers for Algernon and *Frankenstein*.
Assessment	In their reading log, students write an answer to this question: Charlie has surgery to be like others around him. What happens as a result of the surgery? How is this ironic? Include evidence from the text to support your answer.	In their reading log, students will discuss with a partner then write an answer to this question: Charlie has surgery to be like others around him. What happens as a result of the surgery? How is this ironic? Include evidence from the text to support your answer.

	Culminating task connections: Students build their understanding of how Charlie's surgery has changed him, analyzing specifically what makes the change ironic. Students should understand that Charlie's new intelligence has changed the way he communicates with others and how others communicate with him. Students continue to consider if the surgery, and the resulting changes, have improved Charlie's quality of life, an opinion that will continue to evolve throughout the unit. 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:** ● How well does the student explain how communication with others has changed since Charlie's surgery and what makes this change ironic? ● How well does the student explain the similarities in characters and events in "Flowers for Algernon" and *Frankenstein*?	**Culminating task connections:** Students build their understanding of how Charlie's surgery has changed him, identifying specifically what makes the change ironic. Students should understand that Charlie's new intelligence has changed the way he communicates with others and how others communicate with him. Students continue to consider if the surgery, and the resulting changes, have improved Charlie's quality of life, an opinion that will continue to change throughout the unit. Students also demonstrate their ability to write a persuasive text that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a literary response. **Reading/Knowledge Look Fors:** ● How well does explain how the characters and events are similar in *Frankenstein* and "Flowers for Algernon?" ● How well does the student explain how the result of Charlie's surgery is ironic? ● How well does the student explain a similar theme relating to the topic of knowledge developed in each text?

	● How well does the student explain a similar theme relating to the topic of knowledge developed in each text? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?		● How well does the student explain what the shift in Dr. Frankenstein's tone reveals about him? ● How well does identify a theme related to knowledge that is developed in both texts? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student support their claim with evidence from the text? ● How well does the student write from the point of view of a new character including descriptive details and sensory language? ● How well does the student write a summary using the sentence expansion strategy?
Section Length	6 lessons		6 lessons
Additional Supports for Diverse Learners	**Before the Section:** ● **Support for Foundational Skills** ● **Support for Reading Fluency**	During the Section: ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary	Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology

		■ Vocabulary task for "impressions" ■ Language Links from TWR for Lessons 16 and 20 ■ Mentor Sentences ○ Support for Structure ■ Additional support to determine meaning from setting for Lesson 17 ○ Support for Meaning ■ Additional text-dependent questions for Lessons 16-18 ○ Support for Expressing Understanding in Writing ■ Additional support for creating an outline for Lesson 21	● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 16: Analyze Character Development and Irony in "Flowers for Algernon"*	**Modified Lesson Overview**
Description	In this lesson, students continue reading "Flowers for Algernon" and continue filling out the before/after surgery chart and the irony tracker. Students also consider how the result of Charlie's surgery is ironic.	In this lesson, students continue reading "Flowers for Algernon" and as needed, an *adapted version*, and continue filling out the before/after surgery chart and the irony tracker. ● Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character (LC.RL.8.3c).
Let's Express Our Understanding	In your reading log, write an answer to this question: Charlie has surgery to be like others around him. What happens as a result of the surgery? How is this ironic? Include evidence from the text to support your answer.	With a partner, in your reading log, write an answer to this question: Charlie has surgery to be like others around him. ● What happens to Charlie after his surgery? ● How is this ironic? ● Include evidence from the text to support your answer.
Lesson Look-Fors	● Can students explain how the result of Charlie's surgery is ironic? ● Can students support their claim with evidence from the text?	● Can the student explain how the result of Charlie's surgery is ironic? ● Can the student support their claim with evidence from the text?
Text(s)	"Flowers for Algernon" by Daniel Keyes	"Flowers for Algernon" by Daniel Keyes

Materials	Lesson Materials: ● The before/after surgery chart ● The irony tracker ● Reading log	*Possible Supports During the Lesson:* ● *Evidence sentence starters* ● *Transitions*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 05 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.3c): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details

			• Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program dialogue into AT devices for students to participate in the role play

Lesson Overview		
Lesson Number	*Lesson 17: Summarize Frankenstein*	**Modified Lesson Overview**
Description	In this lesson, students read an excerpt from Chapter 4 of *Frankenstein*. Students also ask questions about the excerpt and write a brief summary.	In this lesson, students read an excerpt from Chapter 4 of *Frankenstein* and as needed, an *adapted version*. ● Use information and feedback to refine understanding (LC.SL.8.1a). ● Create an objective summary of a text (LC.RL.8.2c).

Let's Express Our Understanding	Expand the kernel sentences to summarize the excerpts from *Frankenstein* on the sentence expansion handout.		With a partner, use the sentence expansion handout to expand the kernel sentences so that they summarize the excerpts from *Frankenstein.*
Lesson Look-Fors	● Can students summarize the excerpt from Frankenstein including only the most important information? ● Can students write a summary using the sentence expansion strategy?		● Can the student summarize the excerpt from Frankenstein including only the most important information? ● Can the student write a summary using the sentence expansion strategy?
Text(s)	Excerpts from chapter 4 of *Frankenstein* by Mary Shelley		Excerpts from chapter 4 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials: ● Reading log ● The sentence expansion handout	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 05 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.2c): • Read aloud texts and chapter books • Interactive white board

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

Lesson Overview		
Lesson Number	*Lesson 18: Determine Dr. Frankenstein's motivations*	**Modified Lesson Overview**

Description	In this lesson, students reread the excerpt from Chapter 4 of *Frankenstein* and analyze its language by categorizing words and phrases into knowledge/learning, time/movement, or emotions/motivations. Students also write a thesis statement to explain how the characters and events are similar in *Frankenstein* and "Flowers for Algernon."		In this lesson, students reread the excerpt from Chapter 4 of *Frankenstein* and as needed, an *adapted version*. ● Use the relationship between particular words to better understand each of the words (LC.L.8.5e). ● Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples(LC.W.8.2c). ● Compare and contrast the structure of two or more texts (LC.RL.8.5a).
Let's Express Our Understanding	Explain how the characters and events of "Flowers for Algernon" are similar to the characters and events of the excerpts from *Frankenstein*. Include evidence from both texts to support your comparisons.		● With a partner, explain how the characters and events of "Flowers for Algernon" are similar to the characters and events of the excerpts from *Frankenstein*. ● Include text evidence that shows how they are similar.
Lesson Look-Fors	● Can students explain how the characters and events are similar in *Frankenstein* and "Flowers for Algernon?" ● Can students support their claim with evidence from the text?		● Can the student explain how the characters and events are similar in *Frankenstein* and "Flowers for Algernon?" ● Can the student support their claim with evidence from the text?
Text(s)	Excerpts from chapter 4 of *Frankenstein* by Mary Shelley		Excerpts from chapter 4 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials:	*Possible Supports During the*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text

	• Reading log	*Lesson:* • *Teacher talk moves* • *Conversation stems* • *Transitions* • *Evidence sentence starters*	• Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide - Section 05 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.5a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports

			• Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 19: Analyze Language to Determine Tone and Meaning*	**Modified Lesson Overview**
Description	In this lesson, students analyze the language of the excerpt from *Frankenstein* to determine how it contributes to the meaning and tone of the passage. Students also use the language a model for their own writing.	In this lesson, students analyze the language of the excerpt from *Frankenstein a*nd as needed, an *adapted version*. ● Explain how language use contributes to the meaning of a poem or drama (LC.RL.8.5b).
Let's Express Our Understanding	Practice using the language of *Frankenstein* as a model for your own writing by completing the mentor sentences handout.	● With a partner, practice using the language of *Frankenstein* as a model for your own writing. ● Complete the mentor sentences handout
Lesson Look-Fors	● Can students explain what the shift in Dr. Frankenstein's tone reveals about him? ● Can students support their claim with evidence from the text?	● Can the student explain what the shift in Dr. Frankenstein's tone reveals about him? ● Can the student support their claim with evidence from the text?

Text(s)	Excerpts from chapter 4 of *Frankenstein* by Mary Shelley		Excerpts from chapter 4 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials: ● Highlighters ● The mentor sentences handout	*Possible Supports During the Lesson:* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 05 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards -Grade 6-8 Literature (LC.RL.8.5b): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to

			illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 20: Compare the Structure of Two Texts*	**Modified Lesson Overview**
Description	In this lesson, students compare and contrast the structure of "Flowers for Algernon" and the excerpt from *Frankenstein* to determine how each contributes to similar meanings. Students also respond to text-dependent questions and select evidence to support their analysis. For homework, students consider how "Flowers for Algernon" would be different if it were told from another character's point of view.	In this lesson, students compare and contrast the structure of "Flowers for Algernon" and the excerpt from *Frankenstein* and as needed, an *adapted version*. • Compare and contrast the structure of two or more texts (LC.RL.8.5a). • Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen

			facts, definitions, concrete details, quotations, or other information and examples(LC.W.8.2c).
Let's Express Our Understanding	Compare and contrast the structure of "Flowers for Algernon" and the excerpts from Chapter 4 of *Frankenstein*. Explain how the structure of each text contributes to the development of a similar theme about knowledge. Be sure to include direct quotations as support.		With a partner, compare and contrast the structure of "Flowers for Algernon" and the excerpts from Chapter 4 of *Frankenstein*. ● Explain how the structure of each text contributes to the development of a similar theme about knowledge. ● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases ● Cite several pieces of textual evidence, including direct quotations.
Lesson Look-Fors	● Can students identify a theme related to knowledge that is developed in both texts? ● Can students support their claim with evidence from the text?		● Can the student identify a theme related to knowledge that is developed in both texts? ● Can the student support their claim with evidence from the text?
Text(s)	"Flowers for Algernon" by Daniel Keyes and excerpts from chapter 4 of *Frankenstein* by Mary Shelley		"Flowers for Algernon" by Daniel Keyes and excerpts from chapter 4 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials: ● Reading log	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 05 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners

			• Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.5a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping

			• Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 21: Write a new progress report*	**Modified Lesson Overview**
Description	In this lesson, students work collaboratively to write a new progress report which reveals additional aspects of a character and/or propels the action of the story.	In this lesson, students work collaboratively to write a new progress report. ● Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor (LC.RL.8.6b). ● Explain how language use contributes to the meaning of a poem or drama (LC.RL.8.5b).
Let's Express Our Understanding	Write a new progress report from the point of Miss Kinnian, Dr. Nemur, or Dr. Strauss. Use point of view and style that reflects your narrator. Include elements from "Flowers for Algernon" and elaborate on them from your narrator's perspective. Use relevant descriptive details and sensory language.	With a partner, write a new progress report from the point of Miss Kinnian, Dr. Nemur, or Dr. Strauss. ● Select a point of view and style that reflects your narrator. ● Include pieces from "Flowers for Algernon" and elaborate on them from your narrator's perspective. ● Use descriptive details and sensory language.

<table>
<tr><td>Lesson Look-Fors</td><td colspan="2">● Can students carefully consider how “Flowers for Algernon” would change if told from the point of view of a new narrator?
● Can students write from the point of view of a new character including descriptive details and sensory language?</td><td>● Can the student carefully consider how “Flowers for Algernon” would change if told from the point of view of a new narrator?
● Can the student write from the point of view of a new character including descriptive details and sensory language?</td></tr>
<tr><td>Text(s)</td><td colspan="2">“Flowers for Algernon” by Daniel Keyes and excerpts from chapter 4 of Frankenstein by Mary Shelley</td><td>“Flowers for Algernon” by Daniel Keyes and excerpts from chapter 4 of Frankenstein by Mary Shelley</td></tr>
<tr><td>Materials</td><td>Lesson Materials:
● The character analysis chart
● The mentor sentences handout
● The narrative writing rubric</td><td>Possible Supports During the Lesson:</td><td>Additional Supports for SWSCDs:
● Original and adapted version(s) of the text
● Adapting Lesson Plans
● Student Response Modes
● Diverse Learners Guide - Section 05 of Grade 08 Flowers of Algernon - Section Supports - Additional Supports for Diverse Learners
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.6b):
• Sort cards
• Read aloud texts
• Read aloud texts</td></tr>
</table>

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

Section Overview

Section Number	6	**Section is optional**
Description	Flowers for Algernon	
Assessment	Students re-read the following paragraph from the May 20 progress report: **Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, 'Shut up! Leave him alone! It's not his fault he can't understand! He can't help what he is! But for God's sake...he's still a human being!'"** They write a multiparagraph essay that explains what this quotation reveals about the changes in Charlie's understanding of intelligence. Students should cite evidence from the texts to support their response and observe the conventions of standard English. **Culminating task connections:** Students build their understanding of how Charlie's surgery has changed him, analyzing specifically how Charlie's understanding of intelligence has changed. Students continue to consider if the surgery, and the resulting changes, have improved Charlie's quality of life, an opinion that will continue to evolve throughout the unit. Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. Students practice writing a literary analysis.	

	Reading/Knowledge Look Fors: ● How well does the student explain how Charlie's understanding of intelligence has changed? ● How well does the student explain the main claim that Charlie makes in the May 20 progress report? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? ● How well does the student organize the paragraphs of a multiparagraph essay?		
Section Length	2 lessons		2 lessons optional
Additional Supports for Diverse Learners			Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support

			• Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) • Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) • Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 22: Practice Cold-Read Task, Multiple-Choice Questions*	**Lesson is Optional**
Description	In this lesson, students read a progress report from "Flowers for Algernon" independently and answer questions to demonstrate understanding of the text.	
Let's Express Our Understanding	Analyze the answer options for questions 1-5 on the practice cold-read task. Explain your thinking for each correct answer option. 1) Which of the following sentences describes the response and the reason for the people at the restaurant's reaction to the	

	dishwasher breaking the dishes? Which quotation from the passage **best** supports the answer to Part A? 2) What do the words *vacant* and *vacuous* mean as used in the passage? Which phrase from the passage **best** supports the answer to Part A? 3) Which sentence **best** summarizes the full progress report from May 20? 4) Charlie feels ashamed in the scene at the restaurant. What does this moment reveal about Charlie? Which phrase from the passage **best** supports the answer to Part A? 5) What is the main claim Charlie makes in the report from May 20? How does Charlie support the claim in Part A?		
Lesson Look-Fors	● Can students explain the main claim Charlie makes in the progress report from May 20? ● Can students summarize the full progress report from May 20?		
Text(s)	"Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● The practice cold-read task items ● The practice cold-read task	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	

	answer sheet		

Lesson Overview		
Lesson Number	*Lesson 23: Practice Cold-Read Task, Essay Response*	**Lesson is Optional**
Description	In this lesson, students continue to read a progress report from "Flowers for Algernon" independently and answer questions to demonstrate understanding of the text.	
Let's Express Our Understanding	You have approximately 40 minutes to reread the text and answer question 6. 6. Reread the following paragraph from the passage. **Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, 'Shut up! Leave him alone! It's not his fault he can't understand! He can't help what he is! But for God's sake...he's still a human being!'"** Write a multiparagraph essay that explains what this quotation reveals about the changes in Charlie's understanding of intelligence. Cite evidence from the texts to support your	

	response. Be sure to observe the conventions of standard English.		
Lesson Look-Fors	● Can students explain how Charlie's understanding of intelligence has changed? ● Can students cite evidence from the text to support their response?		
Text(s)	"Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● The practice cold-read task items ● The practice cold-read task answer sheet	*Possible Supports During the Lesson:*	

Section Overview		
Section Number	7	**Modified Section Overview**

Description	Flowers for Algernon	Original and adapted versions of Flowers for Algernon and *Frankenstein*
Assessment	Students answer the following questions in their reading log and use textual evidence to support their response: How does Charlie change in the progress reports from May 23-July 28? Is Charlie better off as a result of the surgery? **Culminating task connections:** Students summarize their understanding of how Charlie's surgery has changed him, analyzing specifically how Charlie's intelligence regresses between May 23- July 28. Students must make a final judgement determining if the surgery, and the resulting temporary changes to Charlie's intelligence, improved Charlie's quality of life, an opinion that has evolved throughout the unit. This thinking lays the foundation for the culminating task thesis statement. Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing.	Students will discuss with a partner and then answer the following questions in their reading log and use textual evidence to support their response: How does Charlie change in the progress reports from May 23-July 28? Is Charlie better off as a result of the surgery? **Culminating task connections:** Students summarize their understanding of how Charlie's surgery has changed him, identify specifically how Charlie's intelligence regresses between May 23- July 28. Students must make a final judgement determining if the surgery, and the resulting temporary changes to Charlie's intelligence, improved Charlie's quality of life, an opinion that has changed throughout the unit. This thinking lays the foundation for the culminating task thesis statement. Students also demonstrate their ability to write a persuasive text that includes a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence including quotations, and use conventions to produce clear writing. This prepares students to write a literary response.

	Reading/Knowledge Look Fors: ● How well does the student explain how Charlie changes in the progress reports from May 23- July 28? ● How well does the student explain their reasoning for determining that Charlie is or is not better off as a result of the surgery? ● How well does the student explain a theme from *Flowers for Algernon?* **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	**Reading/Knowledge Look Fors:** ● How well does the student determine a similarity in character between Charlie and the monster? ● How well does the student explain their reasoning for determining that Charlie is or is not better off as a result of the surgery? ● How well does the student determine a theme in *Flowers for Algernon*? How well does the student explain how the structure of each text contributes to the shared theme? ● How well does the student explain why authors draw on traditional stories to tell new stories? ● How well does the student explain how the discussion reinforced or refined the claim they made prior to the discussion? **Writing/ELA Skill Look Fors:** ● How well does the student cite evidence from the text to support their response? ● How well does the student cite evidence from the text to support their theme? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?

Section Length	6 lessons		6 lessons
Additional Supports for Diverse Learners	**Before the Section:** ● **Support for Foundational Skills** ● **Support for Reading Fluency** ○ **Fluency Task** ■ **"I'm Nobody! Who Are You?"** ● **Support for Knowledge** ○ **Let's Set the Context Video** ■ **"Characterization in Frankenstein"**	During the Section: ○ Support for Language ■ Protocol for Explicitly Teaching Vocabulary ■ Vocabulary task for "subjected" ■ Mentor Sentences ○ Support for Meaning ■ Additional text-dependent questions for Lesson 24 ■ Additional support for determining and locating evidence to support theme in Lesson 25 ○ Support for Engaging in Academic Discussions ■ Additional support for	Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 07 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

		determining how Keyes draws on traditional tales in Lessons 28-29	
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 24: Finish reading "Flowers for Algernon"*	**Modified Lesson Overview**
Description	In this lesson, students finish reading "Flowers for Algernon" and complete their before/after surgery chart. Students also respond to text-dependent questions and select evidence to support their analysis.	In this lesson, students finish reading "Flowers for Algernon" *a*nd as needed, an *adapted version*. ● Answer questions about the text referring to details and examples in a text when explaining what the text says explicitly (LC.RL.8.1a).
Let's Express Our Understanding	In your reading log, answer both of the following questions. Use textual evidence to support your response. ○ How does Charlie change in the progress reports from May 23-July 28? ○ Is Charlie better off as a result of the surgery?	With a partner, in your reading log, answer both of the following questions. Use textual evidence to support your response. ○ How does Charlie change in the progress reports from May 23-July 28? ○ Is Charlie better off as a result of the surgery?

<table>
<tr><td>Lesson Look-Fors</td><td colspan="2">● Can students explain if Charlie is better off as a result of the surgery?
● Can students cite evidence from the text to support their response?</td><td>● Can the student explain if Charlie is better off as a result of the surgery?
● Can the student cite evidence from the text to support their response?</td></tr>
<tr><td>Text(s)</td><td colspan="2">“Flowers for Algernon” by Daniel Keyes</td><td>“Flowers for Algernon” by Daniel Keyes</td></tr>
<tr><td>Materials</td><td>Lesson Materials:

● The before/after surgery chart

● Reading log</td><td>Possible Supports During the Lesson:

● Transitions
● Evidence sentence starters</td><td>Additional Supports for SWSCDs:

● Original and adapted version(s) of the text
● Adapting Lesson Plans
● Student Response Modes
● Diverse Learners Guide - Section 07 of Grade 08 Flowers of Algernon - Section Supports - Additional Supports for Diverse Learners
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a):

• Read aloud texts

• Interactive white board

• Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

• Graphic organizers</td></tr>
</table>

			• Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 25: Understand a Theme in "Flowers for Algernon"*	**Modified Lesson Overview**
Description	In this lesson, students work collaboratively to determine a theme in "Flowers for Algernon" and analyze its development over the course of the text. Students also cite evidence and explain how their evidence develops the theme.	In this lesson, students work collaboratively to determine a theme in "Flowers for Algernon" *a*nd as needed, an *adapted version*. ● Determine the theme or central idea of a text (LC.RL.8.2a). ● Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot (LC.RL.8.2b).
Let's Express Our Understanding	Determine a theme of "Flowers for Algernon." Locate relevant evidence from "Flowers for Algernon" which develops your identified theme. Explain how that evidence develops your identified theme.	● With a partner, determine a theme of "Flowers for Algernon." ● Locate evidence from "Flowers for Algernon"that assisted in determining your theme. ● Explain how that evidence helped create your theme.
Lesson Look-Fors	● Can students determine a theme in *Flowers for Algernon*? ● Can students cite evidence from the text to support their theme?	● Can the student determine a theme in *Flowers for Algernon*? ● Can the student cite evidence from the text to support their theme?

Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: ● The before/after surgery chart ● Reading log ● The irony tracker ● The theme handout	*Possible Supports During the Lesson:* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.2a): • Paper/Crayons • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to

			illustrate the theme or other important information • Sentence strips that reflect text from the story • 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 • Visual supports to represent the different themes. Modified language on worksheets to simplify the "theme" and "details" being discussed responding

Lesson Overview		
Lesson Number	*Lesson 26: Compare Charlie to the monster in Frankenstein*	**Modified Lesson Overview**
Description	In this lesson, students read an excerpt from Chapter 13 of *Frankenstein* and then work in pairs to select a quotation that reveals aspects of both the monster and Charlie.	In this lesson, students read an excerpt from Chapter 13 of *Frankenstein a*nd as needed, an *adapted version*. ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision (LC.RL.8.3a).

Let's Express Our Understanding	Reread paragraphs 4, 6, and 8 of Chapter 13 from *Frankenstein*. Review the progress reports for April 30-May 18 in "Flowers for Algernon." In your reading log, record a quotation from each text which reveals similar aspects of the monster's character and Charlie's character.		● With a partner, reread paragraphs 4, 6, and 8 of Chapter 13 from *Frankenstein*. ● Review the progress reports for April 30-May 18 in "Flowers for Algernon." ● In your reading log, record a quotation from each text which reveals similar aspects of the monster's character and Charlie's character.
Lesson Look-Fors	● Can students determine a similarity in character between Charlie and the monster? ● Can students cite evidence from each text to support their similarity?		● Can the student determine a similarity in character between Charlie and the monster? ● Can the student cite evidence from each text to support their similarity?
Text(s)	"Flowers for Algernon" by Daniel Keyes and excerpt from chapter 13 of *Frankenstein* by Mary Shelley		"Flowers for Algernon" by Daniel Keyes and excerpt from chapter 13 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials: ● A highlighter ● Reading log	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.3a):

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

Lesson Overview		
Lesson Number	*Lesson 27: Compare and contrast the structures of "Flowers for Algernon" and Frankenstein*	**Modified Lesson Overview**
Description	In this lesson, students reread an excerpt from Chapter 13 of *Frankenstein* and work in pairs to explain how the differing structure of each text contributes to its meaning or theme. Students also cite evidence from each text to support the theme.	In this lesson, students reread an excerpt from Chapter 13 of *Frankenstein a*nd as needed, an *adapted version*. ● Compare modern works of literature to the texts from which they draw ideas (LC.RL.8.9). ● Compare and contrast the structure of two or more texts (LC.RL.8.5a).
Let's Express Our Understanding	With a partner, compare and contrast the structures of *Frankenstein* and "Flowers for Algernon." Then explain how the structure of each text contributes to the development of a shared theme.	● With a partner, compare and contrast the structures of *Frankenstein* and "Flowers for Algernon." ● Then explain how the structure of each text helps to create a shared theme.
Lesson Look-Fors	● Can students explain how the structure of each text contributes to the shared theme? ● Can students cite evidence from each text to support their similarity?	● Can the student explain how the structure of each text contributes to the shared theme? ● Can the student cite evidence from each text to support their similarity?
Text(s)	"Flowers for Algernon" by Daniel Keyes and excerpt from chapter 13 of *Frankenstein* by Mary Shelley	"Flowers for Algernon" by Daniel Keyes and excerpt from chapter 13 of *Frankenstein* by Mary Shelley

Materials	Lesson Materials: ● The theme handout ● Reading log	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.5a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details

			• Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview		
Lesson Number	*Lesson 28: Prepare for a Socratic seminar*	**Modified Lesson Overview**
Description	In this lesson, students prepare for a Socratic seminar by comparing and contrasting the myths of Prometheus and Pandora, excerpts from *Frankenstein*, and "Flowers for Algernon." Students also write a thesis statement by forming a claim and supporting the claim with reasons.	In this lesson, students prepare for a Socratic seminar by comparing and contrasting the myths of Prometheus and Pandora, excerpts from *Frankenstein*, and "Flowers for Algernon" *a*nd as needed, an ***adapted version***. ● Compare modern works of literature to the texts from which they draw ideas (LC.RL.8.9). ● Compare and contrast the structure of two or more texts (LC.RL.8.5a).

Let's Express Our Understanding	Review your evidence chart notes. Develop a thesis statement to answer the question: Does Keyes draw on traditional stories to tell a hopeful story or a cautionary tale? Locate evidence which both supports and opposes your claim.		With a partner, develop a thesis statement to answer the question: Does Keyes draw on traditional stories to tell a hopeful story or a cautionary tale? ● Locate evidence which both supports and opposes your claim.
Lesson Look-Fors	● Can students compare and contrast the characters, events, structure, and theme in the three texts? ● Can students write a thesis statement explaining why Keyes draws on traditional stories?		● Can the student compare and contrast the characters, events, structure, and theme in the three texts? ● Can the student write a thesis statement explaining why Keyes draws on traditional stories?
Text(s)	"The Story of Prometheus" by James Baldwin, "Flowers for Algernon" by Daniel Keyes, and excerpts from chapter 4 and 13 of *Frankenstein* by Mary Shelley		"The Story of Prometheus" by James Baldwin, "Flowers for Algernon" by Daniel Keyes, and excerpts from chapter 4 and 13 of *Frankenstein* by Mary Shelley
Materials	Lesson Materials: ● Reading log ● The evidence chart	*Possible Supports During the Lesson:* ● *Conversation stems*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.5a):

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

Lesson Overview		
Lesson Number	*Lesson 29: Conduct a Socratic seminar*	**Modified Lesson Overview**
Description	In this lesson, students engage in a Socratic seminar to discuss whether Keyes draws on traditional stories to tell a hopeful story or a cautionary tale. Students also reflect on the discussion to determine if their thesis has been refined or reinforced.	In this lesson, students engage in a Socratic seminar to discuss whether Keyes draws on traditional stories to tell a hopeful story or a cautionary tale. ● Compare modern works of literature to the texts from which they draw ideas (LC.RL.8.9).
Let's Express Our Understanding	Conduct a Socratic seminar to answer the following questions: Does Keyes draw on traditional stories to tell a hopeful story or a cautionary tale? Why do authors, like Keyes, draw on traditional stories to tell new stories? Complete a discussion tracker handout at the end of the discussion.	Participate in a Socratic seminar to answer the following questions: ● Does Keyes draw on traditional stories to tell a hopeful story or a cautionary tale? ● Why do authors, like Keyes, draw on traditional stories to tell new stories? ● Complete a discussion tracker handout at the end of the discussion.
Lesson Look-Fors	● Can students explain why authors draw on traditional stories to tell new stories? ● Can students explain how the discussion reinforced or refined the claim they made prior to the discussion?	● Can the student explain why authors draw on traditional stories to tell new stories? ● Can the student explain how the discussion reinforced or refined the claim they made prior to the discussion?
Text(s)	"The Story of Prometheus" by James Baldwin, "Flowers for Algernon" by Daniel Keyes, and excerpts from chapter 4 and 13 of *Frankenstein* by Mary Shelley	"The Story of Prometheus" by James Baldwin, "Flowers for Algernon" by Daniel Keyes, and excerpts from chapter 4 and 13 of *Frankenstein* by Mary Shelley

Materials	Lesson Materials: ● Reading log ● The evidence chart	*Possible Supports During the Lesson:* ● *Conversation stems* ● *Transitions* ● *Evidence sentence starters* ● *Teacher talk moves*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide - Section 07 of Grade 08 *Flowers of Algernon* - Section Supports - Additional Supports for Diverse Learners ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.9a): • Texts about the same topic in different genres. • Venn Diagram • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to

			illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners

Section Overview		
Section Number	8	**Modified Section Overview**
Description	Flowers for Algernon	Original and adapted versions of Flowers for Algernon
Assessment	Students write a final draft of an essay to answer the prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery? Students should: ○ include a thesis statement and acknowledge counterclaims ○ provide evidence to support your thesis statement	Students create a permanent product to answer the prompts: *Has Char*lie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery?To answer these questions: ● Describe the changes in Charlie over the course of the text as a result of the surgery. ● *Examine how the author's choices (difference in Charlie's point of view and that of the audience and*

	○ maintain a formal style and use grade-appropriate grammar and language **Culminating task connections:** Students summarize their understanding of how Charlie's surgery changed him by responding to the culminating task writing prompt during this section. Students have already made a final judgement in determining if the surgery, and the resulting temporary changes to Charlie's intelligence, improved Charlie's quality of life, an opinion that evolved throughout the unit. Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student explain how Charlie changes throughout the text? ● How well does the student explain their reasoning for determining that Charlie is or is not better off as a result of the surgery?	*the structure of the text as a series of journal entries) reveal Charlies's changes.* ● *Evaluate whether the changes had a positive or negative impact on Charlie. Determine how the author's choices impact the way the reader views the changes in Charlie.* ● *Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.* In order to do this, students will: ● Include a thesis statement and acknowledge counterclaims ● Provide evidence to support your thesis statement ● Maintain a formal style and use grade-appropriate grammar and language The permanent product should state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. **Culminating task connections:** Students summarize their understanding of how Charlie's surgery changed him by responding to the culminating task

	● How well does the student acknowledge a counterclaim in their response*?* **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	writing prompt during this section. Students have already made a final judgement in determining if the surgery, and the resulting temporary changes to Charlie's intelligence, improved Charlie's quality of life, an opinion that changed throughout the unit. Students also demonstrate their ability to write a persuasive text that includes their ability to form a claim, develop a response in which ideas are logically grouped to support the claim, integrate evidence, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student explain how Charlie changes throughout the text? ● How well does the student explain their reasoning for determining that Charlie is or is not better off as a result of the surgery? ● How well does the student explain the score their own draft should receive? How well does the student revise their own draft using indicators from the rubric to improve their score? **Writing/ELA Skill Look Fors:**

			● How well does the student formulate a thesis statement explaining if Charlie's life improved as a result of the surgery? ● How well does the student acknowledge counterclaims in their essay? ● How well does the student provide evidence in their response to support their thesis and to discredit counterclaims? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?
Section Length	5 lessons		5 lessons
Additional Supports for Diverse Learners			Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 08 of Grade 08 *Flowers of Algernon* - Section Supports ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words)

			• Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) • Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 30: Identifying Claim and Evidence for Culminating Writing Task*	**Modified Lesson Overview**
Description	In this lesson, students begin the writing process to answer the prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery? Students write a thesis statement and evaluate a partner's thesis statement.	In this lesson, students begin the writing process. • Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader) (LC.W.8.4).
Let's Express Our Understanding	Share your thesis statement with a partner. Evaluate your partner's statement using the SODA strategy:	Share your thesis statement with a partner. Evaluate your partner's statement using the SODA strategy:

	○ Is it specific? ○ Is it original? ○ Is it defensible? ○ Is it arguable? Make revisions to your thesis statement.		○ Is it specific? (clearly defined) ○ Is it original? (not a copy) ○ Is it defensible? (able to be protected) ○ Is it arguable? (able to be argued) Make revisions to your thesis statement.
Lesson Look-Fors	● Can students explain if and how Charlie has changed from the beginning of *Flowers for Algernon*? ● Can students formulate a thesis statement explaining if Charlie's life improved as a result of the surgery?		● Can the student explain if and how Charlie has changed from the beginning of *Flowers for Algernon*? ● Can the student formulate a thesis statement explaining if Charlie's life improved as a result of the surgery?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: ● The culminating writing task directions ● The evidence chart ● Reading log ● Various handouts and notes kept	*Possible Supports During the Lesson:* ● *Teacher talk moves*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a):

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

			using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 31: Writing First Draft of Culminating Writing Task*	**Modified Lesson Overview**
Description	In this lesson, students continue the writing process by creating a first draft to answer the prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery?	In this lesson, students continue the writing process by creating a first draft. ● Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples(LC.W.8.2c). ● Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader)(LC.W.8.4). ● Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.8.1a).

Let's Express Our Understanding	Write a draft response to the culminating writing task prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery?		With a partner, write a draft response to the culminating writing task prompt: Has Charlie changed from the beginning of "Flowers for Algernon"? Has his life gotten better after the surgery?
Lesson Look-Fors	• Can students explain if and how Charlie has changed from the beginning of *Flowers for Algernon* and if the surgery improved or worsened his quality of life? • Can students organize the paragraphs of the essay appropriately using their thesis statement?		• Can the student explain if and how Charlie has changed from the beginning of *Flowers for Algernon* and if the surgery improved or worsened his quality of life? • Can the student organize the paragraphs of the essay appropriately using their thesis statement?
Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: • The culminating writing task directions • The evidence chart • Various handouts and notes kept throughout the unit • Notebook paper	*Possible Supports During the Lesson:*	Additional Supports for SWSCDs: • Original and adapted version(s) of the text • Adapting Lesson Plans • Student Response Modes • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book,

			storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture

			• Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 32: Review Example Response for Culminating Writing Task*	**Modified Lesson Overview**
Description	In this lesson, students annotate and score an example response to establish expectations for their own writing in response to the prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery? Students also determine the difference between score points on the rubric and score a sample response.	In this lesson, students annotate and score an example response to establish expectations for their own writing in response to the prompt. ● Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim (LC.SL.8.3c).
Let's Express Our Understanding	Follow along as I read aloud writing example #1. As a class, discuss and then determine a score for Reading Comprehension and Written Expression.	Follow along as I read aloud writing example #1. As a class, discuss and then determine a score for Reading Comprehension and Written Expression.
Lesson Look-Fors	● Can students explain the score the written example should receive? ● Can students use language from the rubric to justify their score?	● Can the student explain the score the written example should receive? ● Can the student use language from the rubric to justify their score?

Text(s)	"Flowers for Algernon" by Daniel Keyes		"Flowers for Algernon" by Daniel Keyes
Materials	Lesson Materials: ● The culminating writing task directions ● The culminating writing task rubric ● Writing example #1 ● Highlighters	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems* ● *Transitions* ● *Evidence sentence starters*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story

			that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 33: Review Example Responses and Revise Culminating Writing Task Response*	**Modified Lesson Overview**

Description	In this lesson, students continue annotating and scoring example responses and then revise their own writing in response to the prompt: Has Charlie fundamentally changed from the beginning of “Flowers for Algernon”? Is his life improved as a result of the surgery? Students also revise their own response.	In this lesson, students continue annotating and scoring example responses and then revise their own writing in response to the prompt. ● Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim (LC.SL.8.3c). ● With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (LC.W.8.5b).
Let’s Express Our Understanding	Annotate and evaluate your response using the process we’ve practiced. Revise your response based on your evaluation.	Using the process we’ve practiced, annotate and score your response. Revise your response once your evaluation is complete.
Lesson Look-Fors	● Can students explain the score their own draft should receive? ● Can students revise their own draft using indicators from the rubric to improve their score?	● Can the student explain the score their own draft should receive? ● Can the student revise their own draft using indicators from the rubric to improve their score?
Text(s)	“Flowers for Algernon” by Daniel Keyes	“Flowers for Algernon” by Daniel Keyes

Materials	Lesson Materials: ● The culminating writing task rubric ● Writing example #2 ● Writing example #3 ● Highlighters ● First draft of your essay	*Possible Supports During the Lesson:* ● *Teacher talk moves* ● *Conversation stems* ● *Transitions* ● *Evidence sentence starters*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports

			• Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Lesson Overview		
Lesson Number	*Lesson 34: Editing and Writing Final Drafts of Culminating Writing Task*	**Modified Lesson Overview**
Description	In this lesson, students edit and write their final drafts to answer the prompt: Has Charlie fundamentally changed from the beginning of "Flowers for Algernon"? Is his life improved as a result of the surgery?	In this lesson, students edit and write their final drafts to answer the prompt. • Use grade-appropriate general academic and domain-specific words and phrases accurately

		(LC.L.8.6a). ● Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research (LC.W.8.9). ● With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types) (LC.W.8.5b).
Let's Express Our Understanding	Write a final draft. Ensure you: ○ include a thesis statement and acknowledge counterclaims ○ provide evidence to support your thesis statement ○ maintain a formal style and use grade-appropriate grammar and language	Write a final draft. Make sure you: ○ include a thesis statement ○ acknowledge counterclaims ○ provide evidence to support your thesis statement ○ maintain a formal style and use grade-appropriate grammar and language
Lesson Look-Fors	● Can students acknowledge counterclaims in their essay? ● Can students provide evidence in their response to support their thesis and to discredit counterclaims?	● Can the student acknowledge counterclaims in their essay? ● Can the student provide evidence in their response to support their thesis and to discredit counterclaims?
Text(s)	"Flowers for Algernon" by Daniel Keyes	"Flowers for Algernon" by Daniel Keyes

Materials	Lesson Materials: ● A revised draft of your essay	*Possible Supports During the Lesson:*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Essential Elements Cards - Grade 6-8 Literature (LC.RL.8.1a): • Read aloud texts • Interactive white board • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) • Graphic organizers • Highlighted text • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports

			• Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Accommodating for different modes of responding: Students highlight a word in the text, using an interactive whiteboard or a highlighter • Circle/point to/ eye gaze at the correct picture • Cut and paste a picture • Sort the details of a story • Matching pictures of details

Section Overview		
Section Number	9	**Section is optional**
Description	Flowers for Algernon	
Assessment	Students discuss the following questions after watching clips from the film *Charly* directed by Ralph Nelson. Students use	

	evidence to support your ideas. ○ How faithful is *Charly* to "Flowers for Algernon"? ○ What did the director or actors change or add? ○ How well did those choices help you better understand Charlie? **Culminating task connections:** Students have finished writing the culminating task, however, students should understand the clips and the two contrasting scenes (playground and college campus) at the beginning of *Charly* serve to further develop Charlie's character. From those scenes, viewers can see that Charlie views children as his equals and feels like an outsider with people who are close to his age. Charlie doesn't belong with his age group. This is further supported when we see Charlie writing at the end of clip one and then discussing how he wants to be smart like those around him in clip two. These details are similar to what we learn from the written progress reports in "Flowers for Algernon." Students also demonstrate their ability to form a claim, develop a response, and integrate quotations. **Reading/Knowledge Look Fors:** ● How well does the student explain how *Charly* remains faithful to "Flowers for Algernon?" ● How well does the student explain how the director's choices helped the viewer to better understand Charlie? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	
Section Length	1 lessons	1 lesson optional

Additional Supports for Diverse Learners			Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 35: Compare different forms of a text	**Lesson is Optional**
Description	In this lesson, students compare and contrast the short story, *Flowers for Algernon* with clips of a film adaptation in order to	

	evaluate the choices made by the director and the lead actor. Students also discuss text-dependent questions and select evidence to support their analysis. For homework, students respond to two questions on the extension task directions, including two pieces of textual evidence per response.		
Let's Express Our Understanding	Discuss the following questions based on your viewing guide. Use evidence to support your ideas. ○ How faithful is *Charly* to "Flowers for Algernon"? ○ What did the director or actors change or add? ○ How well did those choices help you better understand Charlie?		
Lesson Look-Fors	● Can students explain how a choice made by the director helped the viewer to better understand Charlie? ● Can students use evidence to support their ideas?		
Text(s)	"Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● A revised draft of your essay	*Possible Supports During the Lesson:*	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

Section Overview		
Section Number	10	**Section is optional**
Description	Flowers for Algernon Original and adapted versions of Flowers for Algernon	
Assessment	Students write an extension task essay which explains how our understanding of intelligence has changed over time. Students also create a Works Cited page. **Culminating task connections:** Students have finished writing the culminating task, however, students should understand that, like Charlie, our own understanding of intelligence has also changed over time. Students may reference this similarity in the introduction of their extension task essay. Students come to this conclusion after conducting research on intelligence theories generated by the discussion questions: ● Describe the moments in 'Flowers for Algernon' when Charlie's understanding of intelligence evolves. Why are these moments important? ● Is intelligence a number you are born with, a predictor of how intelligent you can be, or is it meaningless in telling anything about a person's capacity for knowing and understanding?	

	Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student identify and explain the moments when Charlie's understanding of intelligence evolves? ● How well does the student explain how our understanding of intelligence has changed over time using a theory from their research as an example? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?		
Section Length	6 lessons		6 lessons optional
Additional Supports for Diverse Learners			Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors

			• Essential Elements Cards - Grades 6-8 Literature • Student Response Modes - ELA • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) • Writing rubric/criteria for development and evaluation of a response • Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) • Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	*Lesson 36: Discussions about Intelligence for Extension Task*	**Lesson is Optional**
Description	In this lesson, students engage in a series of discussions about intelligence. Students also reflect on how the discussions reinforced or refined their own ideas and revise their answers to the discussion questions.	

Let's Express Our Understanding	As a class, discuss the two questions. Be sure to use textual evidence to support your response. ● "Describe the moments in 'Flowers for Algernon' when Charlie's understanding of intelligence evolves. Why are these moments important?" ● "Is intelligence a number you are born with, a predictor of how intelligent you can be, or is it meaningless in telling anything about a person's capacity for knowing and understanding?"		
Lesson Look-Fors	● Can students identify and explain the moments when Charlie's understanding of intelligence evolves? ● Can students use evidence to support their ideas?		
Text(s)	"Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● The extension task directions ● Your student discussion trackers	*Possible Supports During the Lesson:* ● *Conversation stems* ● *Teacher talk moves* ● *Transitions* ● *Evidence sentence starters*	

Lesson Overview

Lesson Number	*Lesson 37: Research for Extension Task, Day 1*		**Lesson is Optional**
Description	In this lesson, students begin researching how our understanding of intelligence has changed over time. Students also practice using a parenthetical citation when answering a research question and supporting their answer with textual evidence.		
Let's Express Our Understanding	Write 2-3 sentences that answer one of your research questions. In your sentence, include a direct quotation from your research, using a parenthetical citation.		
Lesson Look-Fors	● Can students determine the focus of their research by generating questions related to theories of intelligence? ● Can students conduct research using the questions they developed?		
Text(s)			
Materials	Lesson Materials: ● The extension task directions ● The avoiding plagiarism	*Possible Supports During the Lesson:* ● *Conversation stems*	

	handout ● Reading log ● Access to internet resources		

Lesson Overview		
Lesson Number	*Lesson 38: Research for Extension Task, Day 2*	**Lesson is Optional**
Description	In this lesson, students continue researching how our understanding of intelligence has changed over time. Students also plan for their extension task essay by creating an outline.	
Let's Express Our Understanding	Reread the extension task prompt. In your reading log, create a brief outline for your essay. ○ Write a thesis statement. ○ Identify the theories you will discuss and in what order. ○ Select supporting details and quotations for each theory.	

Lesson Look-Fors	● Can students explain how our understanding of intelligence has changed over time using a theory from their research as an example? ● Can students write a thesis statement explaining how our understanding of intelligence has changed over time?		
Text(s)			
Materials	Lesson Materials: ● The extension task directions ● The avoiding plagiarism handout ● Reading log ● Access to internet resources	*Possible Supports During the Lesson:*	

Lesson Overview		
Lesson Number	*Lesson 39: Outline and Write Draft of Extension Task*	**Lesson is Optional**

Description	In this lesson, students finish their research and begin writing an essay with explains how our understanding of intelligence has changed over time.		
Let's Express Our Understanding	Reread the extension task prompt. Review your outline. Write the first draft of your essay based on your research.		
Lesson Look-Fors	● Can students explain how our understanding of intelligence has changed over time using a theory from their research as an example? ● Can students organize their research into appropriate essay paragraphs that follow logically from their thesis?		
Text(s)			
Materials	Lesson Materials: ● The extension task directions ● The avoiding plagiarism handout ● Access to internet resources	*Possible Supports During the Lesson:*	

	● Notebook paper ● Reading log		

Lesson Overview		
Lesson Number	*Lesson 40: Revise Essay for Extension Task*	**Lesson is Optional**
Description	In this lesson, students revise their essays which explain how our understanding of intelligence has changed over time. Students also evaluate a peer's essay to determine how the thesis statement organizes the essay and what support the essay includes.	
Let's Express Our Understanding	Revise your essay based on your partner's review. Be sure your essay: ○ Introduces the topic and previews what is to follow. ○ Is organized and includes direct quotations with parenthetical citations.	
Lesson Look-Fors	● Can students explain how a thesis statement organizes an essay? ● Can students use parenthetical citations to give credit to borrowed information?	

Text(s)			
Materials	Lesson Materials: ● Your essay draft ● Highlighters	*Possible Supports During the Lesson:* ● *Conversation stems*	

Lesson Overview		
Lesson Number	*Lesson 41: Finish Essay and Create Works Cited Page for Extension Task*	**Lesson is Optional**
Description	In this lesson, students finish writing their essay which explains how our understanding of intelligence has changed over time. Students also create a Works Cited page.	
Let's Express Our Understanding	Finish writing the final draft of your extension task essay.	
Lesson Look-Fors	● Can students explain how our understanding of intelligence has changed over time? ● Can students create a Works Cited page to give credit to their research sources?	

Text(s)			
Materials	Lesson Materials: ● The avoiding plagiarism handout ● Your revised essay	*Possible Supports During the Lesson:* ● *Conversation stems*	

Section Overview		
Section Number	11	**Section is optional**
Description	Flowers for Algernon	
Assessment	Students read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes. **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.**	

	Then, students write a multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Students also cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English. **Culminating task connections:** Students have finished writing the culminating task, however, students should understand, as previewed by character point of view in "Flowers for Algernon" and their extension task research, that there are many different opinions when it comes to intelligence. Dr. Nemur believes IQ tests are a good measure of how intelligent a person is. Dr. Strauss believes IQ tests don't measure how much intelligence a person has but how intelligent a person could be. Burt believes IQ tests measure the knowledge you've gained by learning, but the tests aren't good for measuring intelligence. Students should conclude, that of these three characters, the one whose opinion is most supported by the two articles is Burt's opinion. Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student identify and explain each character's opinion of intelligence? ● How well does the student compare and contrast each character's opinion with the information presented in the cold-read texts?

	Writing/ELA Skill Look Fors: ● How well does the student develop and clearly communicate meaningful claims that represent valid, evidence-based analysis? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of texts and topics, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?		
Section Length	2 lessons		2 lessons optional
Additional Supports for Diverse Learners			Additional Supports for SWSCDs: ● Original and adapted versions of Flowers for Algernon ● Louisiana Connectors ● Essential Elements Cards - Grades 6-8 Literature ● Student Response Modes - ELA ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)

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

Lesson Overview		
Lesson Number	*Lesson 42: Cold-Read Task, Multiple Choice Questions*	**Lesson is Optional**
Description	In this lesson, students read two new texts to demonstrate their ability to read, understand, and express understanding of those texts through various question types.	
Let's Express Our Understanding	You have approximately 35 minutes to read the two texts and answer questions 1-6. 1) Which sentence **best** summarizes Denise Mann's "Does IQ Test Really Measure Intelligence?" 2) How does the author in "Does IQ Test Really Measure Intelligence?" develop her central idea? Which statement from "Does IQ Test Really Measure Intelligence?" supports the answer to Part A. 3) Which quotation **best** explains whether the reasoning in "Does IQ Test Really Measure Intelligence?" is proven accurate? 4) What is the author's purpose in "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers"? Which evidence from	

	Nicholas McDermott's "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" **best** supports the answer to Part A? 5) Which sentence provides information from McDermott's "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" that contradicts information from Mann's "Does IQ Test Really Measure Intelligence?" Which evidence from Nicholas McDermott's "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" **best** supports the answer to Part A? 6) Complete the chart below to identify where "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" agree and disagree.		
Lesson Look-Fors	● Can students explain how the two texts contradict each other? ● Can students support their contradiction with evidence from each text?		
Text(s)	"Does IQ Test Really Measure Intelligence?" by Denise Mann and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" by Nicholas McDermott		
Materials	Lesson Materials: ● The cold-read task items ● The cold-read task answer	*Possible Supports During the Lesson:*	

	sheet		

Lesson Overview		
Lesson Number	*Lesson 43: Cold-Read Task, Essay Response*	**Lesson is Optional**
Description	In this lesson, students read two new texts to demonstrate their ability to read, understand, and express understanding of those texts in an essay.	
Let's Express Our Understanding	You have approximately 40 minutes to reread the texts and answer question 7: Read these sentences from Progress Report 10 (April 21) from "Flowers for Algernon" by Daniel Keyes. **I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. Burt says**	

	that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all. Write multiparagraph essay that explains which character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by "Does IQ Test Really Measure Intelligence?" and "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers." Cite evidence from the both texts to support your response. Be sure to observe the conventions of standard English.		
Lesson Look-Fors	● Can students explain which "Flower's for Algernon" character's opinion (Dr. Nemur, Dr. Strauss, or Burt) is most supported by the cold-read texts? ● Can students support their claim with evidence from all three texts?		
Text(s)	"Does IQ Test Really Measure Intelligence?" by Denise Mann, "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" by Nicholas McDermott, and "Flowers for Algernon" by Daniel Keyes		
Materials	Lesson Materials: ● The cold-read task items ● The cold-read task answer	*Possible Supports During the Lesson:*	

	sheet		

Guidance for Accessing and Adapting Grade-Level Text

Purpose

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

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

Educators must provide opportunities for SWSCD to interact with the original text to ensure language development and comprehension. There are multiple ways to present original text to SWSCD such as:

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

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

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

Educators facilitate access and use of text through adaptations tailored to the individual needs of the student. Several strategies can be utilized to present the text in a different 1) visual manner (e.g., enlarged text, chunking the text, adding pictures); 2) auditory manner (e.g., audio book); and/or 3) simplified manner (e.g., abridged version, text/chapter summaries). When adapting text, educators ensure the content is sufficient (i.e., breadth, depth, complexity) for a student to respond to questions in the lesson and complete the culminating tasks. Note the student's communication system determines the type of augmentation strategies needed to adapt a text. Suggestions for adapting a text are:

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

Resources

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

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

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Orlando, A., & Ruppar, A. (2016). Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication (Document No.IC-16). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/ (Includes an extensive list of *References* related to use of augmentative/alternate communication (AAC) and literacy instruction.