Grade 8, Unit 3 - *The Tell-Tale Heart*

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

The Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities were created to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for these students to participate in an inclusive and least restrictive environment. This DRAFT version of the Companion Resources is being made available for Teacher Leader Summit training purposes only; the full set of Companion Resources will be made available prior to the start of AY 2020-2021.

Grade 8, Unit 3 - *The Tell-Tale Heart*

Unit Overview		
Grade	8	**Modified Unit Overview**
Guidebook Text	Tell-Tale Heart	Original and adapted versions of *Tell-Tale Heart*
Unit Description	We will read the short story *The Tell-Tale Heart* by Edgar Allan Poe and a series of related literary and informational texts to explore the question: *How do point of view and perspective shape our understanding?* We will express our understanding through an essay that analyzes what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel. Then we will compare the structure of the independent reading novels with another unit text of choice, analyzing how each text develops the concept.	Students with significant cognitive disabilities will have access to both the original and adapted versions of *Tell-Tale Heart* by Edgar Allan Poe to explore the question: *What is the relationship between truth, perception, and reality?* To address this question, students will understand how a narrator's point of view can make it hard to tell the difference between fact and fiction by creating a permanent product that compares how each text develops the concept of truth, perception, and reality.
Essential Question	*What is the relationship between truth, perception, and reality?*	*What is the relationship between truth, perception, and reality?*
Culminating Task	We examined the concepts of truth, perception, and reality through various unit texts. Identify what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel. Then compare the structure of your independent reading novel with another unit text of your choice. How does each text develop the concept differently? To complete this task: ● Determine the reliability of your independent reading novel's narrator.	We examined the connections of truth, perception, and reality, through various unit texts. Create a permanent product to identify how characters' perceptions become their truths in two texts: *The Tell-Tale Heart* and one additional text of your choosing. In order to do this, students will: ● Determine the reliability of *The Tell-Tale Heart's* narrator. ● Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability. ● Determine the points of view or perspectives that are presented in *The Tell-Tale Heart*.

	- Locate quotations, lines of dialogue, or incidents which reveal the narrator's reliability. - Determine the points of view or perspectives that are presented in your independent reading novel. - Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view. - Describe the structure of your independent reading novel and explain how the structure affects what you notice and/or understand about the text. - Determine what all of these details reveal about truth,perspective, and/or reality. - Select another unit text - Describe the structure of the other unit text and explain how the structure affects what you notice and/or understand about the text. - Determine what that other unit text reveals about truth, perspective, and/or reality. - Compare how the structures of each text (your independent reading novel and the other unit text) are similar and different. - Explain how the differences in structure connect to what each text reveals about truth, perception, and/or reality. Write a multiparagraph essay addresses the task. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.	- Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view. - Determine what all of these details reveal about truth, perspective, and/or reality. - Select another unit text. - Determine the reliability of the narrator. - Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability. - Determine the points of view or perspectives that are presented in the text. - Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view. - Determine what all of these details reveal about truth, perspective, and/or reality. Your permanent product should identify how the character's perceptions become their truths and explain how this idea is developed in each text. Be sure to support your analysis with evidence from the text and include a conclusion. **LC.RL.8.6a** Compare and contrast the points of view of different characters in the same text.
Sections & Lessons	*8 sections, 43 lessons total*	*5 sections, 21 lessons total*

Assessment Overview			
Guidebook Assessment			**Modified Assessment Overview**
Culminating Writing Task	Students write a multiparagraph essay in response to the prompt: Identify what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel. Then compare the structure of your independent reading novel with another unit text of your choice. How does each text develop the concept?	Culminating writing task directions

Exemplar student response

Grade 6-8 writing rubric | We examined the connections of truth, perception, and reality, through various unit texts. Create a permanent product to identify how characters' perceptions become their truths in two texts: *The Tell-Tale Heart* and one additional text of your choosing. In order to do this, students will:

● Determine the reliability of *The Tell-Tale Heart's* narrator.
● Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability.
● Determine the points of view or perspectives that are presented in *The Tell-Tale Heart*.
● Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view.
● Determine what all of these details reveal about truth, perspective, and/or reality.
● Select another unit text.
● Determine the reliability of the narrator.
● Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability.
● Determine the points of view or perspectives that are presented in the text.
● Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view.
● Determine what all of these details reveal about truth, |

			perspective, and/or reality.
			Your permanent product should identify how the character's perceptions become their truths and explain how this idea is developed in each text. Be sure to support your analysis with evidence from the text and include a conclusion.
			LC.RL.8.6a Compare and contrast the points of view of different characters in the same text.
Cold-Read Task	Students read "Zoo" and "The Blind Men and the Elephant." Then students answer a combination of questions.	● Assessment ● Answer key ● Answer sheet ● Grade 6-8 writing rubric	*This will be optional.*
Extension Task	Students evaluate perspective in real-world situations to determine whether the information is reliable. Students select a specific topic to research and then deliver a multimedia report that explains persuasive techniques and the advantages and disadvantages of different mediums.	● Extension task directions ● Exemplar	*This will be optional.*

Section Overview		
Section Number	1	**Modified Section Overview**
Description	Tell-Tale Heart	Original and adapted versions of *Tell-Tale Heart*
Assessment	With a partner, students discuss: Who is the narrator? Is he or she reliable? What points of view or perspectives are portrayed in the text? How do they relate to and/or contrast one another? **Culminating task connections:** Students demonstrate their understanding of perspective by evaluating the reliability of the narrator in their independent reading novel. They also examine what perspectives are portrayed in the text and how they relate to and/or contrast one another. This prepares students to analyze how the concept of perception is developed in the novel. Students also demonstrate their ability to 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 make connections and distinctions between the concepts of "truth," "perception," and "reality?" ● How well does the student evaluate the reliability of the narrator in their independent reading novel? **Writing/ELA Skill Look Fors:**	With a partner, students discuss: Who is the narrator? What different characters' points of view are represented in the text? How do they compare to and/or contrast to one another? **Culminating task connections:** Students demonstrate their understanding of perspective by comparing and contrasting the narrator perspective revealed in the text, *Tell-Tale Heart* and the painter's perspective shown in the painting, *The Treachery of Images* by Rene Margritte. Students also demonstrate their ability to analyze relationships in the different characters' points of view or a character's point of view to the narrator's point of view to make meaning from the text. This prepares students to write a response to literature. **Reading/Knowledge Look Fors:** ● How well does the student identify similarities and differences between the concepts of "truth," "perception," and "reality?" ● How well does the student describe the perception of the painter, Rene Magritte, in *The Treachery of Images*.

	● How well does the student analyze relationships among the details of a text and how they develop ideas?	**Writing/ELA Skill Look Fors:** ● How well does the student complete the K-W-L chart on the concepts of "truth", "perception", and "reality"?
Section Length	3 lessons	1 lesson

Additional Supports for Diverse Learners	During the Section:
	   ○ Support for Language
	      ■ Language Links from TWR for Lessons 1
		Additional Supports for SWSCDs:
		● Original and adapted versions of *Tell-Tale Heart*
		● Visual representation of *The Treachery of Images*
		● 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 *Tell-Tale Heart*
		● 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 1: Introducing Our Unit	**Modified Lesson Overview**
Description	In this lesson, students begin to consider the unit questions and discuss the painting *The Treachery of Images* by Rene Magritte.	In this lesson, students examine "The Treachery of Images" by Rene Magritte and, as needed, an adapted version. ● Discuss how one's own view or opinion changes using new information provided by others (SL.8.1c). ● Evaluate the motives behind information presented in diverse media and other formats (e.g. visually, personal communication, periodicals, social media) (SL8.2c). ● Use a variety of strategies to derive meaning from a variety of print and nonprint literary text (RL8.10b).
Let's Express Our Understanding	Begin creating a concept map for "truth," "perception," and "reality." We will add to this concept map throughout the unit.	Begin creating a concept map for "truth," "perception" and "reality." We will add to this concept map throughout the unit.
Lesson Look-Fors	Can students define" truth," "perception," and "reality?" Can students make connections and distinctions among the various related concepts?	Can students express in their own words what "truth," "perception" and "reality" is? Can students make connections and distinctions among the various related concepts when given familiar scenarios?

Text(s)	*The Treachery of Images* by Rene Magritte		*The Treachery of Images* by Rene Magritte

Materials	Lesson Materials:
	Art questions handout
	       Opinion continuum handout
	       Concept map handout
	       Reading log
		Possible Supports During the Lesson:
		Conversation stems
		Teacher talk moves
			Additional Supports for SWSCDs:
			
			● Original and adapted version(s) of the text
			● Adapting Lesson Plans
			● Student Response Modes
			● Diverse Learners Guide
			● 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.8.10b):
			
			    • Reflective journals
			
			    • Coding sheets
			
			    • Pencils/notebooks
			
			    • Chapter books
			
			    • Read aloud texts
			
			    • Interactive white board
			
			    • Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
			
			    • Graphic organizers
			
			    • Highlight and review unfamiliar words in

			the text. • Preview of the text, illustrations, and details, frontloading • Pictures, objects, or tactile representations to illustrate the key details • Sentence strips that reflect text from the story that supports the key details • Videos or story boards/cards of the story for visual supports • Picture icons on graphic organizers to support non-readers and visual learners • Peer support, collaborative grouping • Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding • Pre-program responses into assistive technology devices to facilitate student participation in discussions.

Lesson Overview			
Lesson Number	Lesson 2: Begin Independent Reading		**Lesson is Optional**
Description	In this lesson, students select and begin reading an independent reading novel related to the unit focus.		
Let's Express Our Understanding	Develop an independent reading schedule. Share with a partner: Why did you select your independent reading novel? What have you learned so far about the narrator?		
Lesson Look-Fors	● Can students determine what type of narrator is used in their independent reading novel? ● Can students explain what they have learned so far about the narrator?		
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers		
Materials	Lesson Materials: ● Independent reading log handout	Possible Supports During the Lesson: ● Conversation stems ● Teacher talk moves	

Lesson Overview			
Lesson Number	Lesson 3: Discuss Independent Reading Novels		**Lesson is Optional**
Description	In this lesson, students continue reading their independent reading novels and discuss their initial reactions and understanding.		
Let's Express Our Understanding	With a partner, discuss: Who is the narrator? Is he or she reliable? What points of view or perspectives are portrayed in the text? How do they relate to and/or contrast one another?		
Lesson Look-Fors	● Can students evaluate the reliability of the narrator in their independent reading novel? ● Can students explain why the narrator is or is not reliable?		
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers		
Materials	Lesson Materials: ● Independent reading log handout	Possible Supports During the Lesson: ● Conversation stems	

Section Overview		
Section Number	2	**Modified Section Overview**
Description	Tell-Tale Heart	Original and <u>adapted versions</u> of *The Allegory of the Cave*
Assessment	Students write a response to the question: How do *The Treachery of Images* and "The Allegory of the Cave" convey ideas about truth, perception, and reality? They also cite evidence from both texts to support their response. **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in *The Treachery of Images* and "The Allegory of the Cave" and explain connections between the painting and the central ideas of the text. This prepares students to make the same kinds of connections with these concepts as developed in their independent reading novels. "The Allegory of the Cave" could be a unit text of choice for the culminating task. 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 the meaning and purpose of the allegory? ● How well does the student explain how the concepts of "truth," "perception," and "reality" are developed in Plato's allegory?	Students write a response to the question: How does the painting, *The Treachery of Images*, and the text, "The Allegory of the Cave", represent ideas about truth, perception, and reality? They also cite evidence from the painting and the text to support their response. **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in *The Treachery of Images* and "The Allegory of the Cave"and explain connections between the painting and a central idea of the text. "The Allegory of the Cave" could be a unit text of choice for the culminating task. 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 multi-paragraph literary response. **Reading/Knowledge Look Fors:** ● How well does the student explain the meaning and purpose of the allegory?

	● How well does the student explain the connection between the painting and the central ideas of "The Allegory of the Cave?" **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 describe how the concepts of "truth," "perception," and "reality" are developed in Plato's allegory? ● How well does the student explain the connection between the painting and a central idea of "The Allegory of the Cave?" **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims using text based evidence? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of the painting and the text, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support the persuasive essay?
Section Length	5 lessons	2 lessons
Additional Supports for Diverse Learners		Additional Supports for SWSCDs: ● Original and adapted versions of *Tell-Tale Heart and The Allegory of the Cave* ● Visual representation of *The Treachery of Images* ● The Allegory of the Cave ● 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)
		● K-W-L chart on the concepts of "truth", "perception", and "reality"
		● 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 4: Intro to "The Allegory of the Cave"	**Modified Lesson Overview**
Description	In this lesson, students will read and discuss an excerpt from Plato's "The Allegory of the Cave" to determine Plato's message and supporting evidence. Students also write a summary of part one.	In this lesson, students will read and discuss an excerpt from Plato's "The Allegory of the Cave", 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). ● Determine the theme or central idea of a text. (LC.RL.8.2c).

Let's Express Our Understanding	Write a brief summary of Part One of "The Allegory of the Cave."		Write a brief summary of the key events of Part One of "The Allegory of the Cave."
Lesson Look-Fors	- Can students accurately describe what is happening in the cave? - Can students summarize the events and characters from part one?		- Can the students describe what is happening in the cave? - Can the students match the key events and characters from part one?
Text(s)	"The Allegory of the Cave" by Plato		"The Allegory of the Cave" by Plato
Materials	Lesson Materials: Reading log	Possible Supports During the Lesson: Audio recording of "Allegory of the Cave"	Additional Supports for SWSCDs: - Original and adapted version(s) of the text - Adapting Lesson Plans - Student Response Modes - Diverse Learners Guide - IEP Goals - Assistive Technology - English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" - 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 5: Continue Reading Plato's Cave	**Lesson is Optional**

Description	In this lesson, students continue reading and discussing an excerpt from Plato's "The Allegory of the Cave" to determine Plato's message and supporting evidence. Students also add to their summaries of part one.	
Let's Express Our Understanding	Add to your summary of Part One of "The Allegory of the Cave."	
Lesson Look-Fors	- Can students explain the reality of both the prisoners and the people carrying objects? - Can students add important details to their summaries of part one?	
Text(s)	"The Allegory of the Cave" by Plato	
Materials	Lesson Materials: Reading log	Possible Supports During the Lesson: - Audio recording of "Allegory of the Cave" - Teacher talk moves - Conversation stems	

Lesson Overview		
Lesson Number	Lesson 6: Continue Reading "The Allegory of the Cave"	**Lesson is Optional**
Description	In this lesson, students will continue reading Plato's "Allegory of the Cave," defining vocabulary words in context, and summarizing the ideas that Socrates conveys in the allegory.	
Let's Express Our Understanding	Copy this sentence in your reading log: "We can easily forgive a child who is afraid of the dark; the real tragedy of life is when men	

	are afraid of the light." Then complete this stem: This sentence means….	
Lesson Look-Fors	● Can students explain how the concept of truth is developed in Plato's allegory? ● Can students paraphrase a sentence revealing Plato's central message?	
Text(s)	"The Allegory of the Cave" by Plato	
Materials	Lesson Materials: ● Reading log	Possible Supports During the Lesson: ● [Audio recording](#) of "Allegory of the Cave" ● Conversation stems ● Teacher talk moves	

Lesson Overview		
Lesson Number	Lesson 7: Discuss Meaning and Purpose of "The Allegory of the Cave"	**Lesson is Optional**
Description	In this lesson, students will discuss the meaning and purpose of Plato's "The Allegory of the Cave." Students also add to their concept map for "truth," "perception," and "reality."	
Let's Express Our Understanding	Add to your concept map for "truth," "perception," and "reality."	
Lesson Look-Fors	● Can students explain the meaning and purpose of the allegory?	

	● Can students explain how the concepts of "truth," "perception," and "reality" are developed in Plato's allegory?	
Text(s)	"The Allegory of the Cave" by Plato	
Materials	Lesson Materials: ● Reading log ● Concept map handout	Possible Supports During the Lesson: ● Audio recording of "Allegory of the Cave" ● Conversation stems ● Teacher talk moves	

Lesson Overview		
Lesson Number	Lesson 8: Compare Text Structures	**Modified Lesson Overview**
Description	In this lesson, students evaluate the advantages and disadvantages of different mediums and then compare and contrast the structure of the texts they have viewed/read to consider how the texts use different structures to convey similar ideas.	In this lesson, students make a list of the pros and cons associated with viewing/reading multiple sources of different mediums. ● Use a variety of strategies to derive meaning from a variety of print and non-print informational texts (LC.RI.8.10b). ● Compare and contrast content presented in text, media, and live performance (LC.RL.8.7).
Let's Express Our Understanding	In your reading log, write a response to the question: How do *The Treachery of Images* and "The Allegory of the Cave" convey ideas about truth, perception, and reality? Cite evidence from both texts to support your response.	● Use a graphic organizer (e.g., Venn diagram) to demonstrate their understanding of truth, perception, and reality in both *The Treachery of Images* and "The Allegory of the Cave".

		● Write or select sentences from both texts to support your response.
Lesson Look-Fors	● Can students explain the connection between the painting and the central ideas of "The Allegory of the Cave?" ● Can students form a claim and support the claim with evidence from both texts?	● Can students explain the connection between the painting and the central ideas of "The Allegory of the Cave?" ● Can students identify evidence from both mediums to support their claim?
Text(s)	"The Allegory of the Cave" by Plato	"The Allegory of the Cave" by Plato

| Materials | Lesson Materials:
 ● Evaluating mediums handout
 ● Reading log | Possible Supports During the Lesson:
 ● Audio recording of "Allegory of the Cave"
 ● 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
 ● IEP Goals
 ● Assistive Technology
 ● English Language Arts Guidebook Reading Support
 K-W-L chart on the concepts of "truth", "perception", and "reality"
 ● 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.8.7):

 • Book and film about the same story |

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

Section Overview	
Section Number	3	**Section is optional**
Description	Tell-Tale Heart

Assessment	Students participate in a collaborative discussion of their independent reading novel according to an assigned role:
	    ○ The headline reporter begins the discussion by providing a general summary of the section of the novel as well as any updates on setting, plot and characters.
	    ○ The discussion leader leads the discussion and asks several thought-provoking questions about the novel for the group to discuss.
	    ○ The diction decoder focuses the discussion on the author's diction by choosing powerful words or phrases from the text and then analyzing the author's use of these words and phrases.
	    ○ The story mapper invites members to comment on a visual representation of the assigned text, then offers an explanation.
	    ○ The connector connects events or aspects of the assigned text to the unit focus questions or the other texts in the unit.
	
	Culminating task connections:
	Students demonstrate their understanding of truth, perception, and reality as developed in their independent reading novels. They also discuss connections between events or aspects of their independent novels and other texts in the unit. This is directly related to the preparation for the culminating task as described in the directions.
	
	Students also demonstrate their ability to form a claim, develop a response, and integrate quotations while discussing. This prepares students to write a literary analysis.
	
	Reading/Knowledge Look Fors:
	    ● How well does the student explain how their independent reading novel helps to support the focus of the unit?
	    ● How well does the student contribute to the group discussion by fulfilling the expectations of their assigned role?
	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	5 lessons	5 optional lessons
Additional Supports for Diverse Learners	During the Section: ○ Support for Language ■ Language Links from TWR for Lesson 13	Additional Supports for SWSCDs: ● Original and adapted versions of *Tell-Tale Heart* ● Visual representation of *The Treachery of Images* ● The Allegory of the Cave ● 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 *Tell-Tale Heart* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words) ● 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 9: Story Truth and Happening Truth	**Lesson is Optional**
Description	In this lesson, students read "Good Form" and discuss the controversy surrounding James Frey's memoir to further explore the concepts of "truth," "perception," and "reality."	
Let's Express Our Understanding	Discuss: What is the nature of "truth" in texts? How do texts blur the lines between reality and perception? Add to your concept map handout.	
Lesson Look-Fors	- Can students explain how texts blur the lines between reality and perception? - Can students form a claim and support the claim with evidence from a text?	
Text(s)	"Good Form" from *The Things They Carried* by Tim O'Brien "A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?" by Daniel Honan	
Materials	Lesson Materials: - Reading log - Concept map handout Possible Supports During the Lesson: - Audio recording of "Good Form"	

Lesson Overview			
Lesson Number	Lesson 10: Narrative Point of View		**Lesson is Optional**
Description	In this lesson, students discuss the unit focus questions, begin reading "Narrative Point of View: Some Considerations" by John Lye, and continue reading their independent reading novel.		
Let's Express Our Understanding	Read your independent reading novel. Record your progress in your independent reading log. Complete another demonstration of understanding in your independent reading log.		
Lesson Look-Fors	- Can students explain how point of view and perspective shape understanding? - Can students form a claim and support the claim with evidence from a text?		
Text(s)	"Narrative Point of View: Some Considerations" by John Lye		
Materials	Lesson Materials: - Independent reading novel - Independent reading log	Possible Supports During the Lesson: Conversation stems	

Lesson Overview			
Lesson Number	Lesson 11: Narrative Point of View Continued		**Lesson is Optional**
Description	In this lesson, students read "Narrative Point of View: Some Considerations" by John Lye and read their independent reading		

	books. Students also answer questions about the narrator of their independent reading novel.	
Let's Express Our Understanding	With a partner, answer the questions for parts I-V of "Narrative Point of View: Some Considerations" based on your independent reading novel: ○ "From where is the story being told?" ○ "How many narrators are there?" ○ "How much does the narrator know?" ○ "How reliable is the narrator?" ○ "What is the narrator's orientation (i.e., distance, interest, sympathy, voice, orientation, sense of audience)?"	
Lesson Look-Fors	● Can students explain aspects of the narrator's orientation in their independent reading novel? ● Can students provide text evidence to support their explanation?	
Text(s)	"Narrative Point of View: Some Considerations" by John Lye	
Materials	Lesson Materials: ● Independent reading novel ● Independent reading log	Possible Supports During the Lesson: ● Conversation stems	

Lesson Overview	
Lesson Number	Lesson 12: Prepare for literature circles	**Lesson is Optional**

Description	In this lesson, students analyze different aspects of their independent reading novel in preparation for a literature circles discussion.	
Let's Express Our Understanding	Prepare for the literature circle discussion by completing the task for your assigned role. ● Discussion Leader: Create a list of questions about your independent reading memoir for your group to discuss. ● Headline Reporter: Write a general summary of how the story is progressing. You should include details on the setting, plot, and characters. ● Diction Decoder: Choose words or phrases that stand out to you because of their imagery, importance, or complexity. Explain why you selected each word or phrase and the impact of the word or phrase on the text's meaning or tone. ● Story Mapper: Draw a picture or use a graphic organizer to show something important about the story. ● Connector: Use the graphic organizers to record instances where your group text supports the study of other unit texts or helps to support the focus of the unit.	
Lesson Look-Fors	● Can students explain how their independent reading novel helps to support the focus of the unit? ● Can students complete the task for their assigned role?	
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	

Materials	Lesson Materials: ● Independent reading log ● Literature circles preparation guide handout	Possible Supports During the Lesson:	

Lesson Overview			
Lesson Number	Lesson 13: Discuss novels in literature circles	**Lesson is Optional**	
Description	In this lesson, students participate in a collaborative discussion of their independent reading novel.		
Let's Express Our Understanding	Complete the discussion reflection handout.		
Lesson Look-Fors	● Can students explain how their independent reading novel helps to support the focus of the unit? ● Can students contribute to the group discussion by fulfilling the expectations of their assigned role?		
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers		
Materials	Lesson Materials: ● Literature circles preparation guide handout ● Reading log ● Discussion reflection handout	Possible Supports During the Lesson: ● Conversation stems ● Teacher talk moves	

Section Overview		
Section Number	4	**Modified Section Overview**
Description	Tell-Tale Heart	Original and adapted versions of *Tell-Tale Heart* Original and adapted versions of *The Ransom of Red Chief*
Assessment	Students discuss the unit focus questions using relevant evidence from "The Ransom of Red Chief" and/or their independent reading novel during the discussion. ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception influence our reality? How does our reality influence our perception? **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in "The Ransom of Red Chief." They also have an opportunity to make connections between events or aspects of their independent novels and "The Ransom of Red Chief," which could be a unit text of choice for the culminating task. Students also demonstrate their ability to form a claim, develop a response, and integrate quotations while discussing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:**	With a partner, students discuss: the unit focus questions using relevant evidence from "The Ransom of Red Chief" during the discussion. ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception affect our reality? How does our reality affect our perception? **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in "The Ransom of Red Chief", which could be a unit text of choice for the culminating task. 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 multi-paragraph literary response.

	● How well does the student explain how the concepts of "truth," "perception," and "reality" are developed in "The Ransom of Red Chief?" ● How well does the student explain how changing the narrative point of view changes the reader's understanding of a 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?	**Reading/Knowledge Look Fors:** ● How well does the student explain how the idea of "truth," "perception," and "reality" are developed in "The Ransom of Red Chief?" ● How well does the student identify how changing the narrative point of view changes the reader's understanding of a text? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims using text based evidence? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of the painting and the text, support claims, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support the persuasive essay?
Section Length	6 lessons	6 lessons

Additional Supports for Diverse Learners	During the Section:
	  ○ Support for Language
	    ■ Language Links from TWR for Lesson 14
		Additional Supports for SWSCDs:
		● Original and adapted versions of *Tell-Tale Heart and The Ransom of Red Chief*
		● 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 *Tell-Tale Heart*

		● English Language Arts Guidebook Reading Support
		● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words)
		● K-W-L chart on the concepts of "truth", "perception", and "reality"
		● 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 14: Read "The Ransom of Red Chief"	**Modified Lesson Overview**
Description	In this lesson, students begin reading "The Ransom of Red Chief" by O. Henry. Students analyze how words, phrases, and details reveal aspects of the characters.	In this lesson, students begin reading "The Ransom of Red Chief" by O. Henry and as needed, an *adapted version*. ● Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings (LC.RL.8.4b). ● 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	Answer these questions about "The Ransom of Red Chief." ○ From where is the story being told? ○ How many narrators are there? ○ How much does the narrator know? ○ How reliable is the narrator? ○ What is the narrator's orientation?	With a partner, answer these questions about "The Ransom of Red Chief." ○ From where is the story being told? ○ How many narrators are telling the story? ○ How much does the narrator know? ○ How trustworthy is the narrator? ○ Is the narrator emotionally or in other ways distant from the story she is narrating, or very close, very involved?
Lesson Look-Fors	● Can students evaluate the reliability of the narrator in "The Ransom of Red Chief?" ● Can students support their thinking with evidence from the text?	● Can students determine how trustworthy the narrator is in "The Ransom of Red Chief?" ● Can students identify text-based details and examples that support their thinking?
Text(s)	"The Ransom of Red Chief" by O. Henry "Narrative Point of View: Some Considerations" by John Lye	"The Ransom of Red Chief" by O. Henry "Narrative Point of View: Some Considerations" by John Lye

Materials	Lesson Materials: ● Reading log	Possible Supports During the Lesson: ● Audio recording of "The Ransom of Red Chief" ● Teacher talk moves	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● 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 15: Summarize "The Ransom of Red Chief"		**Modified Lesson Overview**
Description	In this lesson, students will read the rest of "The Ransom of Red Chief" by O. Henry, define words in context, and summarize the plot of the story.		In this lesson, students will read the rest of "The Ransom of Red Chief" by O. Henry, and as needed, an *adapted version*. ● Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings (LC.RL.8.4b). ● Use two or more pieces of evidence to support inferences, conclusions, or summaries of text (LC.RL.8.1b).
Let's Express Our Understanding	With your partner, complete the sentence stems handout to summarize "The Ransom of Red Chief." ● Since Sam is the narrator of the story, … ● While the criminals expect to make money off of the kidnapping, … ● When the kid realizes Sam and Bill are going to leave him at home, …		With your partner, complete the sentence stems handout to summarize "The Ransom of Red Chief." ● Since Sam is the narrator of the story, … ● While the criminals expect to make money off of the kidnapping, … ● When the kid realizes Sam and Bill are going to leave him at home, …

	● Although Bill is heavy and not a great runner, … ● If "The Ransom of Red Chief" were told from the kid's perspective, …	● Although Bill is heavy and not a great runner, … ● If "The Ransom of Red Chief" were told from the kid's perspective, …
Lesson Look-Fors	● Can students summarize the events and characters in "The Ransom of Red Chief?" ● Can students write complex sentences to summarize the events of the text?	● Can students match the events and characters in "The Ransom of Red Chief?" ● Can students write sentences to summarize the events of the text?
Text(s)	"The Ransom of Red Chief" by O. Henry	"The Ransom of Red Chief" by O. Henry

Materials	Lesson Materials: ● Sentence stems handout	Possible Supports During the Lesson: ● Audio recording of "The Ransom of Red Chief"	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● 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 16: Practice Cold-Read Task, Multiple-Choice Questions	**Modified Lesson Overview**
Description	In this lesson, students read "The Ransom of Red Chief" and answer questions to demonstrate understanding of the text.	In this lesson, students read "The Ransom of Red Chief" by O. Henry, and 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). ● 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).
Let's Express Our Understanding	Analyze the answer options for questions 1-8 on the practice cold-read task. Explain your thinking for each correct answer option. ● Which sentence **best** summarizes "The Ransom of Red Chief"?	With a partner answer questions 1-8 on the practice cold-read task. Explain your thinking for each correct answer option. ● Which sentence **best** summarizes "The Ransom of Red Chief"?

	● Which set of words and phrases **best** reveals the character of the kidnappers? ● How does Red Chief's active imagination affect other characters in "The Ransom of Red Chief"? Which quotation from the text **best** supports the answer to Part A? ● Which quotation from "The Ransom of Red Chief" **best** explains how the difference in Ebenezer Dorset's value of his child and that of the narrator contributes to the irony of the story? ● Why does Ebenezer Dorset write, "You had better come at night, for the neighbors believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back." What quotation from the text supports the answer to Part A? ● Determine which thought, action, or feeling belongs to which character(s). Place the letter of the evidence which supports that thought, action, and feeling for each character.	● Which set of words and phrases **best** tells the character of the kidnappers? ● How does Red Chief's active imagination affect other characters in "The Ransom of Red Chief"? Select a quote from the text to support their claim? ● Choose a quotation from "The Ransom of Red Chief" that **best** explains the difference in how Ebenezer Dorset's values his child and that of the narrator contributes to the irony of the story? ● Why does Ebenezer Dorset write, "You had better come at night, for the neighbors believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back." Choose a quotation from the text that supports the answer to Part A? ● Match which thought, action, or feeling belongs to which character(s).
Lesson Look-Fors	● Can students explain how irony is created in the story? ● Can students explain their thinking for each correct answer option?	● Can students define irony and how it is created in the story? ● Can students support their claim for each correct answer option?
Text(s)	"The Ransom of Red Chief" by O. Henry	"The Ransom of Red Chief" by O. Henry
Materials	Lesson Materials: ● Practice cold-read task	Possible Supports During the Lesson:	Additional Supports for SWSCDs:

	items ● Practice cold-read task answer sheet		● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● 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 17: Practice Cold-Read Task, Essay Question	**Modified Lesson Overview**

Description	In this lesson, students read "The Ransom of Red Chief" and write an essay to demonstrate understanding of the text.	In this lesson, students read "The Ransom of Red Chief" by O. Henry, and as needed, an *adapted version*. ● 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). ● 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).
Let's Express Our Understanding	You have approximately 40 minutes to answer question 9: How does O. Henry create and use irony in "The Ransom of Red Chief'? Write a multiparagraph essay that explains how O. Henry uses the structure of the short story to achieve particular effects. Cite evidence from the text to support your response. Be sure to observe the conventions of standard English.	With a partner, respond to question 9: In "The Ransom of Red Chief" how is irony used? ● Create a permanent product that demonstrates show O. Henry uses the short story to achieve certain effects. ● Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion). ● Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break . ● Spell words correctly. ● Identify irony within a text or media.
Lesson Look-Fors	● Can students explain how irony is created and used in "The Ransom of Red Chief?" ● Can students support their claim with relevant and sufficient evidence from the text?	● Can students define irony and how it is used in "The Ransom of Red Chief?" ● Can students identify evidence to support their claim?
Text(s)	"The Ransom of Red Chief" by O. Henry	"The Ransom of Red Chief" by O. Henry

Materials	Lesson Materials: ● Practice cold-read task	Possible Supports During the Lesson:	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text

	items ● Practice cold-read task answer sheet		● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● 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 • 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: Narrative Point of view in "The Ransom of Red Chief"	**Modified Lesson Overview**
Description	In this lesson, students will review how narrative point of view impacts the reader's understanding of a text and discuss how "The Ransom of Red Chief" would change with a different narrative point of view.	In this lesson, students will review narrative point of view. They will discuss how "The Ransom of Red Chief" would change if it was told from a different narrative point of view ● 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).
Let's Express Our Understanding	Discuss our unit focus questions and what we know using relevant evidence from "The Ransom of Red Chief" and/or their independent reading novel during the discussion.	Participate in a discussion about what we know and our focus questions using evidence from "The Ransom of Red Chief".

	- What is truth? - How do point of view and perspective shape our understanding? - How does our perception influence our reality? How does our reality influence our perception?	- What is the meaning of truth? - How does point of view shape our understanding? - How does perspective shape our understanding? - How does our reality influence our perception? - How does our perception influence our reality?
Lesson Look-Fors	- Can students explain how the concepts of "truth," "perception," and "reality" are developed in "The Ransom of Red Chief?" - Can students support their thinking with evidence from the text?	- Can students express in their own words what "truth," "perception" and "reality" is? - Can students make connections and distinctions among the various related concepts in "The Ransom of Red Chief?" - Can students identify evidence to support their claim?
Text(s)	"The Ransom of Red Chief" by O. Henry "Narrative Point of View: Some Considerations" by John Lye	"The Ransom of Red Chief" by O. Henry "Narrative Point of View: Some Considerations" by John Lye
Materials	Lesson Materials: - Concept map 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 - IEP Goals - Assistive Technology - English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth",

			"perception", and "reality" ● 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 • 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: A Different Side of the Story	**Modified Lesson Overview**
Description	In this lesson, students rewrite a scene from "The Ransom of Red Chief" from a different point of view and then examine how changing the narrative point of view impacts the meaning of the text.	In this lesson, students rewrite a scene of their choice from "The Ransom of Red Chief". - Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters (LC.W.8.3a). - 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).
Let's Express Our Understanding	Ask 1-2 students read aloud their rewritten scene. Conduct a whole-class discussion to examine how narrative point of view affects the meaning of a text by answering the question: How does this retelling change your understanding of "The Ransom of Red Chief"?	Participate in a whole class discussion to understand how narrative point of view affects the meaning of a text. Focus question: How does this retelling change your understanding of "The Ransom of Red Chief"?

Lesson Look-Fors	● Can students explain how changing the narrative point of view changes the reader's understanding of a text? ● Can students support their thinking with evidence from the text?		● Can students explain that changing the narrative point of view changes what the reader understands? ● Can students identify evidence to support their claim?
Text(s)	"The Ransom of Red Chief" by O. Henry		"The Ransom of Red Chief" by O. Henry

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
			● IEP Goals
			● Assistive Technology
			● English Language Arts Guidebook Reading Support
			K-W-L chart on the concepts of "truth", "perception", and "reality"
			● 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
			
			    • 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	5	**Modified Section Overview**

Description	Tell-Tale Heart	Original and [adapted versions](#) of *Tell-Tale Heart*
Assessment	Students discuss the unit focus questions using relevant evidence from "The Tell-Tale Heart" and other unit texts during the discussion. ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception influence our reality? How does our reality influence our perception? **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in "The Tell-Tale Heart." They also have an opportunity to make connections between events or aspects of their independent novels and "The Tell-Tale Heart" during the discussion, which could be a unit text of choice for the culminating task. Students also demonstrate their ability to form a claim, develop a response, and integrate quotations while discussing. This prepares students to write a literary analysis. **Reading/Knowledge Look Fors:** ● How well does the student explain how the concepts of "truth," "perception," and "reality" are developed in "The Tell-Tale Heart?" ● How well does the student carefully consider how "The Tell-Tale Heart" would change if told from the point of view of a new narrator?	With a partner, students discuss: the unit focus questions using relevant evidence from "The Tell-Tale Heart". ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception affect our reality? How does our reality affect our perception? **Culminating task connections:** Students demonstrate their understanding of truth, perception, and reality as developed in "The Tell-Tale Heart." Which could be a unit text of choice for the culminating task. Students also demonstrate their ability to make a claim and develop a response. This prepares students to write a response to literature. Students also demonstrate their ability to present a claim in which ideas are logically grouped to support the claim, integrate evidence including quotations while participating in a discussion. This prepares students to write a multi-paragraph literary response. **Reading/Knowledge Look Fors:** ● How well does the student explain how the idea of "truth," "perception," and "reality" are developed in "The Tell-Tale Heart?"

	● How well does the student explain how changing the narrative point of view changes the reader's understanding of a 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 use sensory language to communicate a vivid picture of experiences, events, setting, and/or characters and create style?	● How well does the student understand how "The Tell-Tale Heart" would change if told from the point of view of a new narrator? ● How well does the student identify how changing the narrative point of view changes the reader's understanding of a text? **Writing/ELA Skill Look Fors:** ● How well does the student develop and clearly communicate meaningful claims using text based evidence? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of a text and a topic, support a claim, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support the persuasive essay? ● How well does the student use sensory language to communicate a vivid picture of experiences, events, setting, and/or characters and create style?
Section Length	7 lessons	7 lessons

Additional Supports for Diverse Learners	**Before the Section:**
	● Support for Foundational Skills
	● Support for Reading Fluency
	  ○ Fluency Task
	    ■ "The Tell-Tale Heart"
		During the Section:
		● Support for Language
		  ○ Protocol for Explicitly Teaching Vocabulary
		  ○ Vocabulary task for
			Additional Supports for SWSCDs:
			● Original and adapted versions of *Tell-Tale Heart*
			● Sensory Language - anchor chart
			● Louisiana Connectors
			● Essential Elements Cards - Grades 6-8 Literature
			● Student Response Modes - ELA
			● IEP Goals
			● Assistive Technology

	● Support for Knowledge Demands
	  ○ Let's Set the Context video
	    ■ "Syntax in Tell-Tale Heart "
		"mad"
		● Support for Meaning
		  ○ Additional text-dependent questions for Lessons 19-20
		  ○ Additional support for locating evidence to support a theme for Lessons 19-20
			● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart*
			● English Language Arts Guidebook Reading Support
			● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words)
			● Guidance to support discussion/presentation of information (e.g., logical sequence of ideas, inclusion of details)
			● K-W-L chart on the concepts of "truth", "perception", and "reality"
			● Writing rubric/criteria for development and evaluation of a response
			● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

	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 20: Read and Summarize "The Tell-Tale Heart"	**Modified Lesson Overview**
Description	In this lesson, students read and summarize "The Tell-Tale Heart" by Edgar Allan Poe.	In this lesson, students read "The Tell-Tale Heart" by Edgar Allan Poe, and as needed, an *adapted version*. ● Use two or more pieces of evidence to support inferences, conclusions, or summaries of text (LC.RL.8.1b). ● Determine which piece(s) of evidence provides the

				strongest support for inferences, conclusions, or summaries or text (LC.RL.8.1c).
Let's Express Our Understanding	Expand the kernel sentences to summarize "The Tell-Tale Heart." ● He was not suspicious. ● They show up. ● He asks the police officers to sit. ● He confesses.			With a partner, use these kernel sentences to summarize "The Tell-Tale Heart." ● He was not suspicious. ● They show up. ● He asks the police officers to sit. ● He confesses.
Lesson Look-Fors	● Can students accurately describe the narrator in "The Tell-Tale Heart?" ● Can students add relevant details to sentences to summarize the text?			● Can students describe the narrator in "The Tell-Tale Heart?" ● Can students add valuable details to the sentences to summarize the text?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe			"The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Sentence expansion handout ● Reading log		Possible Supports During the Lesson: ● Audio recording of "The Tell-Tale Heart" ● Conversation stems	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson

			- Vocabulary words and student-friendly definitions essential for student understanding of key concepts - Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart* - Writing rubric/criteria for development and evaluation of a response - Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) - 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 21: Narrative Point of View in "The Tell-Tale Heart"	**Modified Lesson Overview**
Description	In this lesson, students read and discuss the details of "The Tell-Tale Heart" by Edgar Allan Poe. They also examine the narrative point of view in "The Tell-Tale Heart."	In this lesson, students read "The Tell-Tale Heart" by Edgar Allan Poe, and as needed, an _adapted version_. ● 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).
Let's Express Our Understanding	Answer these questions about "The Tell-Tale Heart" on your handout. 　○　From where is the story being told?	With a partner, answer these questions about "The Tell-Tale Heart" on your handout.

	○ How many narrators are there? ○ How much does the narrator know? ○ How reliable is the narrator? ○ What is the narrator's orientation?	○ From where is the story being told? ○ How many narrators are telling the story? ○ How much does the narrator know? ○ How trustworthy is the narrator? ○ Is the narrator emotionally or in other ways distant from the story she is narrating, or very close, very involved?
Lesson Look-Fors	● Can students explain whether or not the narrator is reliable? ● Can students support their claim with relevant evidence from the text?	● Can students determine how trustworthy the narrator is in "The Tell-Tale Heart" ? ● Can students identify text-based details and examples that support their thinking?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe	"The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Comparing narrative points of view handout	Possible Supports During the Lesson: ● Audio recording of "The Tell-Tale Heart" ● Conversation stems	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts

			● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart* ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Essential Elements Cards - Grade 6-8 LIterature (LC.RL.8.6b): • Sort cards • 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 22: Narrative Point of View in "The Tell-Tale Heart" Continued	**Modified Lesson Overview**
Description	In this lesson, students analyze the effect of repetition, sentence structure, and pacing in "The Tell-Tale Heart" and identify and discuss the effect of differences of point of view.	In this lesson, students discuss the use of repetition in "The Tell-Tale Heart. ● 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).
Let's Express Our Understanding	Evaluate the narrator's argument. Locate evidence and examples which support and/or contradict his claim. Record the evidence on the evidence chart handout.	With a partner students will evaluate the narrator's argument. ● Locate text-based details and examples that support his claim. ● Locate text-based details and examples that go against his claim. ● Record the evidence on the evidence chart handout.

Lesson Look-Fors	● Can students explain how the narrator contradicts his claim that he is not mad? ● Can students locate evidence that both supports and contradicts his claim?		● Can students explain how the narrator goes against his claim that he is not mad? ● Can students identify text-based details and examples that support their thinking? ● Can students identify text-based details and examples that go against their thinking?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe		"The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Evidence chart 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 ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart* ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)

			● Essential Elements Cards - Grade 6-8 LIterature (LC.RL.8.6b): • Sort cards • 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 23: The Narrator's Reliability	**Modified Lesson Overview**
Description	In this lesson, students discuss the reliability of the narrator in "The Tell-Tale Heart" and write a response about the effect of narrative point of view on the text's meaning.	In this lesson, students discuss how reliable the narrator is in "The Tell-Tale Heart". - Create a permanent product (e.g.., one-to-three sentences) describing the effect the narrative point of view had on the meaning of the text (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	Answer the question: How does the narrative point of view create suspense and uncertainty for the reader?	With a partner, answer the following questions? - How does the narrator create suspense? - How does the narrator create uncertainty?
Lesson Look-Fors	- Can students explain how the narrator creates suspense and uncertainty? - Can students support their claim with evidence from the text?	- Can students explain how the narrator creates suspense? - Can students explain how the narrator creates uncertainty? - Can students identify text-based details and examples that support their thinking?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe "Narrative Point of View: Some Considerations" by John Lye	"The Tell-Tale Heart" by Edgar Allan Poe "Narrative Point of View: Some Considerations" by John Lye

| Materials | Lesson Materials:
● Evidence chart handout
● Comparing narrative point of view 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
● IEP Goals
● Assistive Technology
● Sensory Language - anchor chart
● English Language Arts Guidebook Reading Support
K-W-L chart on the concepts of "truth", "perception", and "reality"
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart*
● Writing rubric/criteria for development and evaluation of a response
● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
● 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 24: A Different Side of the Story		**Modified Lesson Overview**
Description	In this lesson, students prepare to write a version of "The Tell-Tale Heart" from a different point of view by choosing another narrator and brainstorming what that point of view the new narrator might convey.		In this lesson, students prepare to write a version of "The Tell-Tale Heart" from a different point of view. ● Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters (LC.W.8.3a). ● With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) (LC.W.8.5a). ● 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).

Let's Express Our Understanding	Draft your retelling:
	   ○ Include details (actions, dialogue, reflections) that convey the perspective and feelings of your narrator.
	   ○ Use dashes to create pauses or emphasize phrases in dialogue or narration.
			Draft your retelling:
			   ○ Include details (actions, dialogue, reflections) that show feelings of your narrator.
			   ○ Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break (LC.L.8.2a).

Lesson Look-Fors	● Can students carefully consider how "The Tell-Tale Heart" 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?		● Can students understand how "The Tell-Tale Heart" would change if a new narrator told the story? ● Can students write from the point of view of a new character?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe		"The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Reading log	Possible Supports During the Lesson: ● Transitions	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart* ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● Essential Elements Cards - Grade 6-8 LIterature

			(LC.RL.8.6b):
			• Sort cards
			• 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 25: A Different Side of the Story Continued		**Modified Lesson Overview**
Description	In this lesson, students use their initial brainstorming notes to begin drafting their version of "The Tell-Tale Heart" told from a different narrative point of view.		In this lesson, students use their brainstorming notes to begin drafting their version of "The Tell-Tale Heart". ● 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). ● 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).
Let's Express Our Understanding	Revise and edit your draft. Ensure you: ○ establish a context and point of view; ○ use precise words and phrases, dialogue, and sensory details to convey the perspective of your narrator; ○ use punctuation and verb voice and moods to achieve particular effects.		With a partner, revise and edit your draft ○ When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ○ Use active and passive voice in writing to achieve a particular effect. ○ Use verbs in the conditional and subjunctive mood to achieve a particular effect.

Lesson Look-Fors	● Can students carefully consider how "The Tell-Tale Heart" 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 sensory details and punctuation to achieve particular effects?		● Can students understand how "The Tell-Tale Heart" would change if told from a new narrator's point of view? ● Can students write from the point of view of a new character? ● Did the students use sensory details in their writing? ● Did the students punctuate their writing correctly?
Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe		"The Tell-Tale Heart" by Edgar Allan Poe
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 ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart* ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and

			punctuation examples, subject/verb examples)
			● Essential Elements Cards - Grade 6-8 LIterature (LC.RL.8.6b): • Sort cards • 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 26: Share Your Story		**Modified Lesson Overview**
Description	In this lesson, students share their retellings of "The Tell-Tale Heart" and examine the narrative point of view of a partner's retelling and its impact on our understanding.		In this lesson, students share their retellings of "The Tell-Tale Heart". ● Use information and feedback to refine understanding (LC.SL.8.1a). ● 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).
Let's Express Our Understanding	Conduct a brief whole-class discussion about the unit focus questions. Use relevant evidence from the texts in the unit. ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception influence our reality? How does our reality influence our perception?		Participate in a class discussion about the following questions. ● What is truth? ● How does point of view shape our understanding? ● How does perspective shape our understanding? ● How does our perception influence our reality? ● How does our reality influence our perception?
Lesson Look-Fors	● Can students explain how a new narrator changes the meaning of the text? ● Can students use relevant evidence from a unit text to support a claim?		● Can students explain how a new narrator changes the meaning of the text? ● Can students identify text-based details and examples that support their thinking?

Text(s)	"The Tell-Tale Heart" by Edgar Allan Poe		"The Tell-Tale Heart" by Edgar Allan Poe

Materials	Lesson Materials:
	● Comparing narrative points of view handout
	● Concept map 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
			● IEP Goals
			● Assistive Technology
			● Sensory Language - anchor chart
			● English Language Arts Guidebook Reading Support
			K-W-L chart on the concepts of "truth", "perception", and "reality"
			● Images, phrases, sentences representing key concepts covered in the lesson
			● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
			● Additional Supports for Diverse Learners specific for Section 05 of Grade 08 *Tell-Tale Heart*
			● Writing rubric/criteria for development and evaluation of a response
			● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
			● Essential Elements Cards - Grade 6-8 LIterature (LC.RL.8.6b):
			
			    • Sort cards
			
			    • 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	6	Modified Section Overview
Description	Tell-Tale Heart	Original and [adapted versions](#) of *Tell-Tale Heart*
Assessment	Students write an essay in response to the culminating writing task prompt explaining what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and how the concept is developed in the novel. They also compare the structure of their independent reading novel with another unit text of their choice and explain how each text develops the concept differently. **Culminating task connections:** Students express their understanding of how their independent reading novel and another unit text develop the concepts of truth, perception, and/or reality by responding to the culminating task prompt. They also compare and contrast the structure of each text and how the concepts are developed. 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 what their independent reading novel says about truth, perception, and/or reality? ● How well does the student compare and contrast the structure of their independent reading novel and another unit text and how each text develops the concepts of truth, perception, and/or reality? **Writing/ELA Skill Look Fors:**	Students create a permanent product to identify how characters' perceptions become their truths in two texts: *The Tell-Tale Heart* and one additional text of your choosing. In order to do this, students will: ● Determine the reliability of *The Tell-Tale Heart's* narrator. ● Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability. ● Determine the points of view or perspectives that are presented in *The Tell-Tale Heart*. ● Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view. ● Determine what all of these details reveal about truth, perspective, and/or reality. ● Select another unit text. ● Determine the reliability of the narrator. ● Highlight quotations, lines of dialogue, or incidents that shows the narrator's reliability. ● Determine the points of view or perspectives that are presented in the text. ● Examine how those points of view relate to or contrast each other and the effect of presenting contrasting points of view. ● Determine what all of these details reveal about truth, perspective, and/or reality. Your permanent product should identify how the character's

	perceptions become their truths and explain how this idea is developed in each text. Be sure to support your analysis with evidence from the text and include a conclusion.

- 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?

LC.RL.8.6a Compare and contrast the points of view of different characters in the same text.

Culminating task connections:
Students demonstrate their understanding of how "The Tell-Tale Heart" and another unit text develop the concepts of truth, perception, and/or reality by responding to the culminating task prompt. They also compare and contrast the structure of each text and how the concepts are developed.

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 multi-paragraph literary response.

Reading/Knowledge Look Fors:
- How well does the student explain what their independent reading novel says about truth, perception, and/or reality?
- How well does the student compare and contrast by identifying similarities and differences between the concepts of "truth," "perception," and "reality" in both "The Tell-Tale Heart" and another unit text of their choice?

Writing/ELA Skill Look Fors:

		● How well does the student develop and clearly communicate meaningful claims using text based evidence? ● How well does the student gather and organize relevant and sufficient evidence to demonstrate understanding of a text and a topic, support a claim, and develop ideas? ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support the persuasive essay? ● How well does the student organize the paragraphs of a multiparagraph essay?
Section Length	7 lessons	5 lessons
Additional Supports for Diverse Learners		Additional Supports for SWSCDs: ● Original and adapted versions of *Tell-Tale Heart* ● Visual representation of *The Treachery of Images* ● Sensory Language - anchor chart ● The Allegory of the Cave ● 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 *Tell-Tale Heart* ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words, descriptive words (e.g., adjectives, emotions),high frequency words)

		● K-W-L chart on the concepts of "truth", "perception" ● 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 27: Prepare for literature circles	**Lesson is Optional**
Description	In this lesson, students analyze different aspects of their independent reading novel in preparation for a literature circles discussion.	
Let's Express Our Understanding	Prepare for the literature circle discussion by completing the task for your assigned role. ● Discussion Leader: Create a list of questions about your independent reading memoir for your group to discuss. ● Headline Reporter: Write a general summary of how the story is progressing. You should include details on the setting, plot, and characters.	

	• Diction Decoder: Choose words or phrases that stand out to you because of their imagery, importance, or complexity. Explain why you selected each word or phrase and the impact of the word or phrase on the text's meaning or tone. • Story Mapper: Draw a picture or use a graphic organizer to show something important about the story. • Connector: Use the graphic organizers to record instances where your group text supports the study of other unit texts or helps to support the focus of the unit.	
Lesson Look-Fors	• Can students explain how their independent reading novel helps to support the focus of the unit? • Can students complete the task for their assigned role?	
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	
Materials	Lesson Materials: • Independent reading log • Literature circles preparation guide handout	Possible Supports During the Lesson	

Lesson Overview	
Lesson Number	Lesson 28: Discuss novels in literature circles

	• Diction Decoder: Choose words or phrases that stand out to you because of their imagery, importance, or complexity. Explain why you selected each word or phrase and the impact of the word or phrase on the text's meaning or tone. • Story Mapper: Draw a picture or use a graphic organizer to show something important about the story. • Connector: Use the graphic organizers to record instances where your group text supports the study of other unit texts or helps to support the focus of the unit.	
Lesson Look-Fors	• Can students explain how their independent reading novel helps to support the focus of the unit? • Can students complete the task for their assigned role?	
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	
Materials	Lesson Materials: • Independent reading log • Literature circles preparation guide handout	Possible Supports During the Lesson	

Lesson Overview		
Lesson Number	Lesson 28: Discuss novels in literature circles	**Lesson is Optional**

Description	In this lesson, students participate in a collaborative discussion of their independent reading novel. They also gather evidence from their independent reading novels for a Socratic seminar about how the unit texts comment on the unit focus questions.	
Let's Express Our Understanding	Write a thesis statement in response to the Socratic seminar question: What do the unit texts reveal about truth and the relationship among truth, perception, and reality? Gather evidence from the unit texts. Be sure to gather evidence that both supports and opposes the ideas in your thesis statement.	
Lesson Look-Fors	- Can students explain what a unit text reveals about the relationship among truth, perception, and reality? - Can students cite evidence from the text to support their response?	
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	
Materials	Lesson Materials: - Literature circles preparation guide handout - Discussion reflection handout - Evidence chart handout - Reading log Possible Supports During the Lesson: - Teacher talk moves - Conversation stems - Evidence sentence starters - Transitions	

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 the unit focus questions.	In this lesson, students participate in a formal discussion about the unit focus questions. ● Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence (LC.SL.8.4a). ● Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas (LC.SL.8.4b). ● Refer to details and examples in a text when explaining what the text says explicitly (LC.RL.8.1a).
Let's Express Our Understanding	Discuss the following questions in a Socratic Seminar: What do the unit texts reveal about truth? What do the unit texts say about the relationship among truth, perception, and reality?	Formal discussion: ● What do the unit texts show us about truth? ● What do the unit texts show us about the relationship between "truth," "perception" and "reality" ? ● Can students make connections and distinctions among the various related concepts when given familiar scenarios?
Lesson Look-Fors	● Can students explain what a unit text reveals about the relationship among truth, perception, and reality? ● Can students cite evidence from the text to support their response?	● Can students explain the relationship between truth, perception, and reality within a unit text? ● Can students identify text-based details and examples that support their thinking?
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers *The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Good Form" from *The Things They Carried* by Tim O'Brien "A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?" by Daniel Honan "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe	*The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe

| Materials | Lesson Materials:
● Handouts from the unit
● Concept map handout
● Reading log | Possible Supports During the Lesson:
● Teacher talk moves
● Conversation stems
● 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
● IEP Goals
● Assistive Technology
● Sensory Language - anchor chart
● English Language Arts Guidebook Reading Support
K-W-L chart on the concepts of "truth", "perception", and "reality"
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● Writing rubric/criteria for development and evaluation of a response
● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
● 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 30: Begin the writing process	**Modified Lesson Overview**	
Description	In this lesson, students begin the writing process to discuss in writing what their independent reading novel reveals about truth, perception, and/or reality and compares how the development of the concept is different from another unit text.	In this lesson, students begin the writing process. How are truth, perception, and/or reality similar and different among the various text we read. ● 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	Review the unit texts and your notes and handouts. Write a thesis statement which addresses the culminating writing task prompt: We examined the concepts of truth, perception, and reality through various unit texts. Identify what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel. Then compare the structure of your independent reading novel with another unit text of your choice. How does each text develop the concept differently? Write a multiparagraph essay that addresses the task. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and parenthetical citations.	Review the unit texts and your notes and handouts. Students write an introductory statement that addresses the writing prompt. ● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases ● Cite several pieces of textual evidence, including direct quotations.	

	Locate relevant evidence.		
Lesson Look-Fors	● Can students explain what a unit text reveals about the relationship among truth, perception, and reality? ● Can students write a thesis statement that addresses all parts of the writing prompt?		● Can students explain the relationship between truth, perception, and reality in a unit text? ● Can students write an introductory statement that addresses the writing prompt?
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers *The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Good Form" from *The Things They Carried* by Tim O'Brien "A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?" by Daniel Honan "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe		*The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Culminating writing task directions handout ● Evidence chart handout from the Socratic Seminar ● Independent reading log ● Concept map handout ● Evidence chart handout ● Reading log	Possible Supports During the Lesson: ● Evidence sentence starters	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			essential for student understanding of key concepts
			● Writing rubric/criteria for development and evaluation of a response
			● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
			● 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 31: Write the first draft		**Modified Lesson Overview**
Description	In this lesson, students continue the writing process to discuss in writing what their independent reading novel reveals about truth, perception, and/or reality and compares how the development of the concept is different from another unit text.		In this lesson, students continue the writing process. How are truth, perception, and/or reality similar and different among the various text we read. ● 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	Write a draft response to the culminating writing task prompt: We examined the concepts of truth, perception, and reality through various unit texts. Identify what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel. Then compare the structure of your independent reading novel with another unit text of your choice. How does each text develop the concept differently? Write a multiparagraph essay that addresses the task. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several		Students continue to create a permanent product to identify how characters' perceptions become their truths in two texts: *The Tell-Tale Heart* and one additional text of their choosing. ● Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases

	pieces of textual evidence, including direct quotations and parenthetical citations.	● Cite several pieces of textual evidence, including direct quotations.
Lesson Look-Fors	● Can students explain what a unit text reveals about the relationship among truth, perception, and reality? ● Can students support their thesis statement with relevant evidence from the unit texts?	● Can students explain the relationship between truth, perception, and reality in a unit text? ● Can students use evidence from the text to support their introductory statement ?
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	*The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● Culminating writing task directions handout ● Evidence chart handout	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 ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Writing rubric/criteria for development and evaluation of a response

			● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● 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 32: Revise the first draft		**Modified Lesson Overview**
Description	In this lesson, students continue the writing process to discuss in writing what their independent reading novel reveals about truth, perception, and/or reality and compares how the development of the concept is different from another unit text.		In this lesson, students continue the writing process. How are truth, perception, and/or reality similar and different among the various text we read. ● 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	Revise your essay based on the plan you developed following the partner work and the whole-class discussion of the writing example.		Students revise their essay using what they learned from : ● writing example ● partner work ● whole class discussion
Lesson Look-Fors	● Can students identify a peer's thesis statement and determine if the body paragraph organization reflects the thesis? ● Can students make revisions to their essay based on feedback from peers?		● Can students match a peer's thesis statement to the correct body paragraphs? ● Can students use what they learned from their peers to revise their essay ?

Text(s)	Nothing But the Truth by Avi or Monster by Walter Dean Myers		The Treachery of Images by Rene Magritte "The Allegory of the Cave" by Plato "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe
Materials	Lesson Materials: ● First draft of the essay ● Highlighters ● Writing example for revision handout	Possible Supports During the Lesson: ● Conversation stems ● Teacher talk moves	Additional Supports for SWSCDs: ● Original and adapted version(s) of the text ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● IEP Goals ● Assistive Technology ● Sensory Language - anchor chart ● English Language Arts Guidebook Reading Support K-W-L chart on the concepts of "truth", "perception", and "reality" ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Writing rubric/criteria for development and evaluation of a response ● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples) ● 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 33: Complete the final draft	**Modified Lesson Overview**

Description	In this lesson, students complete their final drafts of their essays that discuss in writing what their independent reading novel reveals about truth, perception, and/or reality and compares how the development of the concept is different from another unit text.	In this lesson, complete the writing process. How are truth, perception, and/or reality similar and different among the various text we read. ● 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	Write a final draft. Ensure you: ○ include a thesis statement; ○ develop your ideas evenly using evidence, including direct quotations; ○ organize your essay so it is clear and coherent; and ○ use grade-appropriate grammar and language.	Write a final draft. Make sure to: ○ include an introductory statement;; ○ use evidence, ○ including direct quotations; ○ organize your essay so it is clear and easy to read; and ○ use grade-appropriate grammar and language.
Lesson Look-Fors	● Can students identify places to edit and improve their essay? ● Can students make edits to ensure their essay is clear and coherent?	● Can students recognize where their essay needs to be edited? ● Can students make the proper edits so that their easy is clear and easy to read?
Text(s)	*Nothing But the Truth* by Avi or *Monster* by Walter Dean Myers	*The Treachery of Images* by Rene Magritte "The Allegory of the Cave" by Plato "Narrative Point of View: Some Considerations" by John Lye "The Ransom of Red Chief" by O. Henry "The Tell-Tale Heart" by Edgar Allan Poe

| Materials | Lesson Materials:
● Revised draft of the essay | 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
● IEP Goals
● Assistive Technology
● Sensory Language - anchor chart
● English Language Arts Guidebook Reading Support
  K-W-L chart on the concepts of "truth", "perception", and "reality"
● Images, phrases, sentences representing key concepts covered in the lesson
● Vocabulary words and student-friendly definitions essential for student understanding of key concepts
● Writing rubric/criteria for development and evaluation of a response
● Drafting and editing tools (e.g., capitalization and punctuation examples, subject/verb examples)
● 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

Section Overview	
Section Number	7
Section is optional	
Description	Tell-Tale Heart
Assessment	Students participate in a whole-class discussion about the unit focus questions using relevant evidence from the extension task presentations during the discussion.

- What is truth?
- How do point of view and perspective shape our understanding?
- How does our perception influence our reality? How does our reality influence our perception?

Culminating task connections:
Students have finished the culminating writing task, however, students should understand that the unit focus questions can be applied to both literary texts read throughout the unit as well as informational texts like those required for the extension task. They will evaluate how issues are presented in the media to understand how others try to influence our perspectives to shape what we believe to be true. Students will determine how we know whether the information they are viewing is credible.

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 two sides of an issue in the media?
- How well does the student explain how others try to influence our perspectives to shape what we believe to be true?
- How well does the student explain if information is credible?

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	8 lessons	8 optional lessons
Additional Supports for Diverse Learners		Additional Supports for SWSCDs: ● Original and adapted versions of *Tell-Tale Heart* ● Visual representation of *The Treachery of Images* ● The Allegory of the Cave

		- 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) - 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 34: Introducing Our Extension Task	**Lesson is Optional**
Description	In this lesson, students are introduced to the extension task, brainstorm issues, and select an issue and texts for research.	
Let's Express Our Understanding	Locate a text for each identified perspective about your issue. Be sure at least one text is a visual and/or digital text. Write a bibliographic entry for each text.	

Lesson Look-Fors	● Can students identify issues that have multiple perspectives presented in the media? ● Can students locate a text for each identified perspective about the issue?	
Text(s)		
Materials	Lesson Materials: ● Unit concept map ● Extension task directions and notes handouts ● Access to the internet	Possible Supports During the Lesson: ● Teacher talk moves ● Conversation stems ● Citation machine

Lesson Overview		
Lesson Number	Lesson 35: Extension Task Research, Part 1	**Lesson is Optional**
Description	In this lesson, students examine two sources with different perspectives about the same issue as practice for their own research task.	
Let's Express Our Understanding	Continue researching your issue. In your reading log, summarize each text's perspective on the issue.	
Lesson Look-Fors	● Can students locate two credible texts that have different perspectives on an issue? ● Can students summarize each text's perspective?	
Text(s)		

Materials	Lesson Materials: ● Extension task directions and notes handout ● Comparing media sources handout ● Reading log ● Access to the internet	Possible Supports During the Lesson: ● Teacher talk moves ● Conversation stems ● Evidence sentence starters ● Transitions	

Lesson Overview			
Lesson Number	Lesson 36: Extension Task Research, Part 2		**Lesson is Optional**
Description	In this lesson, students conduct research about their selected issue for the extension task and begin to evaluate the credibility of their research sources.		
Let's Express Our Understanding	In your reading log, describe the credibility of your selected texts. Which is most credible, and which is least credible? Why? Be sure to include at least one direct quotation with a parenthetical citation.		
Lesson Look-Fors	● Can students evaluate two texts to determine which is more credible? ● Can students cite evidence from each text with a parenthetical citation?		
Text(s)			
Materials	Lesson Materials: ● Extension task handout	Possible Supports During the Lesson:	

	directions and notes handout	● Evidence sentence starters	
	● Reading log	● Transitions	
	● Access to the internet		

Lesson Overview			
Lesson Number	Lesson 37: Extension Task Research, Part 3		**Lesson is Optional**
Description	In this lesson, students practice evaluating the advantages and disadvantages of different mediums presenting the same perspective of an issue. They then do the same for their research issue and begin planning their extension task presentation.		
Let's Express Our Understanding	Reread the expectations of the extension task presentation. In your reading log, begin planning your presentation using the notes you gathered.		
Lesson Look-Fors	● Can students explain the motives behind each text's presentation? ● Can students organize a presentation that addresses all parts of the prompt?		
Text(s)			
Materials	Lesson Materials: ● Extension task handout directions and notes handout ● Comparing media sources handout	Possible Supports During the Lesson: ● Teacher talk moves ● Conversation stems	

	● Reading log ● Access to the internet		

Lesson Overview			
Lesson Number	Lesson 38: Extension Task Drafting, Part 1		**Lesson is Optional**
Description	In this lesson, students create a multimedia presentation on an issue, evaluating the credibility of sources about the issue.		
Let's Express Our Understanding	Begin drafting your presentation. Your presentation should: 　○ Identify the issue and perspectives. 　○ Present evidence for each perspective. 　○ Evaluate the credibility of the evidence presented. 　○ Be organized. 　○ Include multimedia components.		
Lesson Look-Fors	● Can students identify and explain two perspectives on an issue? ● Can students organize a presentation that addresses all parts of the prompt?		
Text(s)			
Materials	Lesson Materials: ● Extension task directions and notes handout ● Multimedia presentation rubric	Possible Supports During the Lesson: ● Conversation stems ● Evidence sentence starters ● Transitions	

	● Reading log ● Access to a computer		

Lesson Overview			
Lesson Number	Lesson 39: Extension Task Drafting, Part 2		**Lesson is Optional**
Description	In this lesson, students create a multimedia presentation on an issue, evaluating the credibility of sources about the issue.		
Let's Express Our Understanding	Finish drafting your presentation. Your presentation should: ○ Identify the issue and perspectives. ○ Present evidence for each perspective. ○ Evaluate the credibility of the evidence presented. ○ Be organized. ○ Include multimedia components.		
Lesson Look-Fors	● Can students explain the credibility of each source? ● Can students organize a presentation that addresses all parts of the prompt?		
Text(s)			
Materials	Lesson Materials: ● Extension task directions and notes handout ● Multimedia presentation rubric ● Reading log	Possible Supports During the Lesson: ● Evidence sentence starters ● Teacher talk moves	

	● Access to a computer		

Lesson Overview			
Lesson Number	Lesson 40: Extension Task Presentations, Part 1		**Lesson is Optional**
Description	In this lesson, students create a multimedia presentation on an issue, evaluating the credibility of sources about the issue.		

Let's Express Our Understanding	Deliver your multimedia presentation. Reflect on your peers' presentations.
	    ○ What is one thing your peer did well in the presentation?
	    ○ What is one piece of feedback you have for your peer?		

Lesson Look-Fors	● Can students recognize and explain the elements of a strong presentation? ● Can students deliver a strong presentation?		
Text(s)			
Materials	Lesson Materials: ● Your multimedia presentation ● Multimedia presentation rubric ● Reading log	Possible Supports During the Lesson:	

Lesson Overview		
Lesson Number	Lesson 41: Extension Task Presentations, Part 2	**Lesson is Optional**
Description	In this lesson, students continue presenting a multimedia presentation for their extension task.	
Let's Express Our Understanding	Conduct a brief whole-class discussion about the unit focus questions using relevant evidence from the presentations during the discussion. ● What is truth? ● How do point of view and perspective shape our understanding? ● How does our perception influence our reality? How does our reality influence our perception?	
Lesson Look-Fors	● Can students explain what a multimedia presentation reveals about the relationship among truth, perception, and reality? ● Can students cite evidence from a presentation to support their response?	
Text(s)		
Materials	Lesson Materials: ● Your multimedia presentation ● Multimedia presentation rubric ● Reading log ● Unit concept map	Possible Supports During the Lesson: ● Teacher talk moves ● Conversation stems	

Section Overview	
Section Number	8	**Section is optional**
Description	Tell-Tale Heart
Assessment	Students write a multi-paragraph essay in response to the prompt: According to "Zoo" and "The Blind Men and the Elephant," what role does perspective or point of view play in understanding a situation? Write an extended response that analyzes how this idea is developed through characters, setting, and plot in both the story and the poem. Cite evidence from both texts to support your response. Be sure to observe the conventions of standard English. **Culminating task connections:** Students have finished the culminating writing task, however, students should understand that the unit focus questions can be applied to each text included in the cold-read task. They will evaluate how each text develops the concepts of truth, perspective, and reality and explain the role point of view plays in understanding a situation and shaping one's reality. Students also demonstrate their ability to form a claim, develop a response, integrate quotations, and use conventions to produce clear writing. **Reading/Knowledge Look Fors:** ● How well does the student explain the role perspective plays in understanding a situation as demonstrated in each text? ● How well does the student explain how the concepts of truth, perspective and reality are developed in each text through characters, setting, and plot? **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 optional lessons

Additional Supports for Diverse Learners		Additional Supports for SWSCDs:
		- Original and adapted versions of *Tell-Tale Heart* - Visual representation of *The Treachery of Images* - The Allegory of the Cave - 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) - 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 "Zoo" and "The Blind Men and the Elephant." Then students answer a combination of questions.	
Let's Express Our Understanding	You have approximately 35 minutes to read the text and answer questions 1-8. 1) What is the meaning of the word **wonderment** as it is used in paragraph 2 of "Zoo?" Which sentence from the story supports the answer to Part A? 2) How does the difference in point of view between Professor Hugo in "Zoo" and the reader create irony in the excerpt from "Zoo?" 3) What is implied by the sentence "*It was the very best zoo ever...*"? What evidence from the passage best supports the answer to Part A? 4) Which **two** sentences best support the author's message that people often misunderstand others? 5) Choose **two** answer choices that describe the characters from stanza 1 in "The Blind Men and the Elephant." Which **two** of the following best support the answer to Part A? 6) What effect results from the difference in point of view between the characters and the reader in "The Blind Men and the Elephant?" What evidence from the passage **best** supports the answer to Part A?	

	7) Which explains how the structure contributes to the meaning in "Zoo" and "The Blind Men and the Elephant?" 8) What is the role of the narrator or speaker in "Zoo" and "The Blind Men and the Elephant"?	
Lesson Look-Fors	● Can students determine the role of the narrator or speaker in each text? ● Can students select relevant text evidence to support correct answers?	
Text(s)	"Zoo" by Edward D. Hoch "The Blind Men and the Elephant" by John Godfrey Saxe	
Materials	Lesson Materials: ● The cold-read task items ● The cold-read task answer sheet	Possible Supports During the Lesson:	

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 9: According to "Zoo" and "The Blind Men and the Elephant," what role does perspective or point of view play in understanding a situation? Write an extended response that analyzes how this idea is developed through characters, setting, and plot in both the story and the poem. Cite evidence from both texts to support your response. Be sure to observe the conventions of standard English.	
Lesson Look-Fors	● Can students determine the role perspective plays in understanding a situation as demonstrated in each text? ● Can students cite relevant and sufficient evidence from each text to support their thesis?	
Text(s)	"Zoo" by Edward D. Hoch "The Blind Men and the Elephant" by John Godfrey Saxe	
Materials	Lesson Materials: ● The cold-read task items ● The cold-read task answer sheet	Possible Supports During the Lesson:	