

Unit Name	Unit Description
<b><u>If Stones Could Speak</u></b>	Students read literary and informational texts to understand that archaeologists, like detectives, work to piece together the past through investigation. Students express their understanding by analyzing evidence and drawing meaningful conclusions about history, texts, and their environment.
<b><u>Steve Jobs</u></b>	Students read literary and informational texts about the role of failure in success. Students understand that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. They express their understanding by exploring how an author’s word choice, use of evidence, and selected organization reflect a text’s purpose and then by writing their own personal narrative based on the models.
<b><u>Hatchet</u></b>	Students read literary and informational texts to understand how positive thinking, slowing down to think clearly, problem solving, and constant vigilance support survival in the face of grave danger and overwhelming odds. Students express their understanding of characters in literature by analyzing the struggle of man versus nature and the life lessons we can learn from others’ survival situations.
<b><u>Out of the Dust</u></b>	Students read literary and informational texts to understand how people respond to adversity, the lessons that can be learned from hardship and failure, and what happens when we take good fortune for granted. Students express their understanding of the social and environmental issues farmers faced in the 1930s, noting how reading literary and informational texts enhances their understanding of the topic.
<b><u>The Witch of Blackbird Pond</u></b>	Students read literary and informational texts to understand the influence of family expectations and religious values on the development of one’s personal identity. Students express their understanding of how informational texts in coordination with literary texts enhance their comprehension of time periods and the theme and setting of the novel.

## If Stones Could Speak

### About this Unit

By the end of this unit, students will have read a variety of texts about archaeology. Students will explore how archaeology has changed over the last decade and how archaeologists find meaning in their findings.

The main text students will read in this unit is *If Stones Could Speak* by Marc Aronson. Marc joins the Riverside archeological team and records their efforts to unlock Stonehenge's secrets. Throughout the unit, students will write an archeology report of findings and a narrative description of daily life based on artifacts and evidence located at a site. At the end of the unit, students will be asked to write an essay that explains how the author introduces and elaborates his central idea and purpose.

### Unit Texts

In this unit, students will read the following texts:

- *If Stones Could Speak: Unlocking the Secrets of Stonehenge* by Marc Aronson
- "Episode 1: My First Adventure", first 42 minutes from *The Adventures of Young Indiana Jones, Volume One - The Early Years*
- *Intrigue of the Past: "Profiles of Archaeologists"* by Research Laboratories of Archaeology
- *Intrigue of the Past, Part 1: Fundamental Concepts Introduction: "Archaeology: Then and Now"* by Research Laboratories of Archaeology
- "Introduction to Archaeology" by Karl Austin
- "Travel" by Robert Louis Stevenson
- "The Excavation Process: How We Excavate," video by Oregon State University
- "What is Archaeology?" video by Oregon State University

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Neolithic Era, Ramilisonina and the Stones of Madagascar, and World Heritage can be found here: <https://learnzillion.com/wikis/159508-if-stones-could-speak-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - archaeology, archaeological, archaeologist, ethnoarchaeologists

- historical, history, prehistoric
- excavate, excavation, excavated, excavating, unexcavated
- conserve, conservation, conservator, conserved, conserving

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>4</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 6-8](#), [evidence sentence starters, grade 6](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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<sup>1</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>2</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Steve Jobs

### About this Unit

By the end of this unit, students will have read a variety of texts about the role of failure in success. Students will learn about people's different ideas about what it takes to be successful including hard work, deliberate practice, and the ability to learn from failures and persevere.

The main text students will read in this unit is Steve Jobs's Stanford commencement address. Steve Jobs shares his advice for the new graduates and reflects on how he was able to overcome failures in his life. Throughout the unit, students will engage in research to examine how another well-known person was able to overcome failure and present their research in a first person address. At the end of this unit, students will be asked to write a compare and contrast essay about how a central idea in Steve Jobs's Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated.

### Unit Texts

In this unit, students will read the following texts:

- Stanford commencement address (2005) by Steve Jobs
- "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael (*Chicago Tribune*)
- *The Collected Poetry of Langston Hughes: "Mother to Son"* by Langston Hughes
- "To Failure" by Philip Larkin
- "Mindset for Achievement" by Carol Dweck from [www.mindsetonline.com](http://www.mindsetonline.com)
- "The Fringe Benefits of Failure, and the Importance of Imagination", paragraphs 18-22 by J.K. Rowling from *Harvard Magazine*, June 2008
- "The Story of David and Goliath", 1 Samuel 17, Bible
- "Casey at the Bat" by Ernest Lawrence Thayer
- "Letters of Wilbur Wright" by Wilbur Wright
- "Courage of Famous Failures," video

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the structure of a commencement address, what a commencement address is, and why Steve Jobs and J.K. Rowling were chosen to be commencement speakers can be found here:

<https://learnzillion.com/wikis/136641-steve-jobs-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will

read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- success, successes, successful, successfulness, successfully, succeed
- persevere, perseverance, perseveringly, persevered, persevering
- failure, failed, fails, failing, failingly, unfailingly, unfailing, without fail
- accomplish, accomplished, accomplishing, accomplished, well-accomplished
- achievement, achieve, achieved, achieving, achiever, overachiever, underachiever
- inspirational, inspiration, inspire, inspired, inspiring, inspirationally
- transformation, transform, transformative, transformable, transformed, transforming

### Support for Reading

An audio recording of Steve Jobs's commencement address is available at <https://archive.org/details/SteveJobsSpeechAtStanfordUniversity>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>5</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>6</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>7</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>8</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

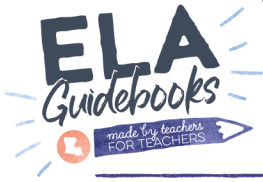
- consider using tools such as [transitions, grades 6-8](#), [evidence sentence starters, grade 6](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or

<sup>5</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>6</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>7</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>8</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

## Hatchet

### About this Unit

By the end of this unit, students will have read literary and informational texts about survival to understand what it takes to survive in dangerous situations.

The main text students will read in this unit is *Hatchet* by Gary Paulsen which is a fictionalized story about a young boy who is the lone survivor of a plane crash in the Canadian wilderness. Brian, the main character, faces unique and unfamiliar challenges as he fights to survive the harsh conditions. Throughout the unit, students will look at how texts connect to each other to help them better understand a theme or message of *Hatchet*. At the end of this unit, students will be asked to write a literary analysis about how Brian used the hatchet to aid or hinder his survival.

### Unit Texts

In this unit, students will read the following texts:

- *Hatchet* by Gary Paulsen
- *My Side of the Mountain: "In Which the Autumn Provides Food and Loneliness" and "In Which We All Learn About Halloween"* by Jean Craighead George
- "Survival Skills: 5 Attributes You Need for a Survivor's Mindset" by Tim MacWelch from Outdoorlife.com
- "The 25 Most Incredible Survival Stories of All Time" by Tim MacWelch from Outdoorlife.com
- "What Would Peter Do?" by Peter Kummerfeldt (OutdoorSafe Inc.)
- *New York State Conservationist* (April 2012): "Help Me Make It Through the Night: Surviving a Wilderness Emergency" by Kelly Stang
- "Survival by the Numbers" by Peter Kummerfeldt (OutdoorSafe, Inc.)
- *Snow Fall: The Avalanche at Tunnel Creek* by John Branch from *The New York Times*

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the North Woods of Canada, survival, and surviving an avalanche can be found here: <https://learnzillion.com/wikis/159524-hatchet-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - hero, heroes, heroic, heroine, heroically, anti-hero, unhero, herolike

- survival, survive, surviving, survived, self-surviving, survivable, survivability
- instinctive, instinct, instinctual,
- consume, consumption, consumable, consumer, consumed, consuming, overconsumed
- recover, recovered, recovering, recovery, recoverable, recoverer
- persevere, persevered, persevering, perseveringly, perseverance
- isolate, isolated, isolating, isolator, reisolate, unisolate
- prepare, preparation, prepared, preparing, reprepared, preparer

### Support for Reading

A downloadable audio recording of *Hatchet* is available at <https://www.audiobooks.com/audiobook/hatchet/238018>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>9</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 6-8](#), [evidence sentence starters, grade 6](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>9</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



## Out of the Dust

### About this Unit

By the end of this unit, students will have read literary and informational texts about what life was like during a difficult period in American history.

The main text students will read in this unit is *Out of the Dust* by Karen Hesse. This story is set during the 1930s in one of the Great Plains states of the United States, during a very challenging period both physically and economically. Throughout the unit, students will examine how authors develop characters and themes, and explore what happens when good fortune is taken for granted. Students will explore various themes communicated by the author in the novel, and explain how the author's use of language helps to communicate those themes. At the end of the unit students will be asked to write a literary analysis that includes a claim, supporting reasons, and several pieces of relevant text evidence to consider how the phrase "out of the dust" relates to the theme of the novel.

### Unit Texts

In this unit, students will read the following texts:

- *Out of the Dust* by Karen Hesse
- "Leaving the Dust Bowl" by Bob Bradshaw
- *American Experience: "The Drought"* by PBS.org
- "Drought!" from *Farming in the 1930s*
- "Okies" from *Farming in the 1930s*
- "No Title", page 1 by Woody Guthrie from The Library of Congress
- "Letters from the Dust Bowl", March 8, 1936 by Caroline Henderson from *The Atlantic*
- "Wheat Prices" by the Louisiana Department of Education
- WWI US Food Administration Propaganda: "Stamina, Will You Give Them Wheat?" and "Little Americans" by the U.S. Food Administration
- "USDA Photographer Rescues Destitute Farm Workers" by Gwen Gilbert
- "On Drought Conditions", paragraphs 1-15 by Franklin D. Roosevelt
- "10 Things You May Not Know About the Dust Bowl" by Christopher Klein
- "On Drought Conditions" by Franklin D. Roosevelt
- *The Dust Bowl: "Legacy"* by Ken Burns from PBS.org

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the how farming helped create the Dust Bowl, the broader setting of *Out of the Dust*, and understanding the figurative language of *Out of the Dust* can be found here:

<https://learnzillion.com/wikis/125336-out-of-the-dust-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the “Additional Materials” tab.

### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - conserve, conserved, conserver, conserving, conservation, non-conserving, self-conserving, unconserved, unconserving
  - destruct, destroy, destruction, destructed, destructing, destructor, deconstruct
  - persevere, persevering, persevered, perseveringly
  - depression, depressing, depressed, depress, anti-depression, post-depression, Great Depression
  - dust, dustless, redust, dusting, dusted, undust, well-dusted

### Support for Reading

A downloadable audio recording of *Out of the Dust* is available at [audible.com](http://audible.com).

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>13</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>14</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>15</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>16</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 6-8](#), [evidence sentence starters, grade 6](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the

<sup>13</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>14</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>15</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>16</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

student's teacher for additional guidance.

- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

## The Witch of Blackbird Pond

### About this Unit

By the end of this unit, students will have read texts about the Puritans in America to understand how a person's identity is influenced by family, religion, race, class, and society and how this can affect the choices a person makes.

The main text students will read in this unit is *The Witch of Blackbird Pond* by Elizabeth George Speare, which is a historical fiction novel that tells the story of Katherine "Kit" Tyler whose grandfather passed. Throughout the unit, students will identify the major events or episodes in *The Witch of Blackbird Pond* and with whom Kit aligns during those various events, describe how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty. At the end of the unit, students will be asked to write an argumentative essay to support their claim on who Kit is most loyal to in *The Witch of Blackbird Pond*.

### Unit Texts

In this unit, students will read the following texts:

- *The Witch of Blackbird Pond* by Elizabeth George Speare
- "Choices" by Nikki Giovanni
- "Identity" by Julio Noboa Polanco
- "Puritans" by Michael Kaufman (The New Book of Knowledge, Grolier Online)
- "The Road Not Taken" by Robert Frost
- *History of the United States of America: "Puritan Laws and Character"* by Henry William Elson
- Strange Phenomena of New England in the 17th Century including the "Salem Witchcraft, 1692," from the writing of Cotton Mather, New York, 1846: title and last page of Confession of Salem Jurors from The Library of Congress
- *Salem Witch Trials: "Life in Salem 1692: Religion and Witchcraft"* by Discovery Education
- *Salem Witch Trials: "The Story of the Witch Hunt"* by Discovery Education

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the tension between Puritans and Quakers, the question of the Connecticut Charter, and witchcraft in Colonial America can be found here:

<https://learnzillion.com/wikis/159507-the-witch-of-blackbird-pond-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their

conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- execute, executed, executing, execution, executable, executer, nonexecutable, preexecute
- persecute, persecuted, persecuting, persecution, persecutions, persecutor
- impulse, impuled, impulses, impulsing, impulsively
- pure, purity, purify, purified, purifying
- witch, witchcraft, witchcrafts, bewitched, bewitchment
- prison, imprison, imprisoned, imprisonment, imprisoning
- independent, independence, independency, interdependence, superindependence

### Support for Reading

An audio recording of “The Road Not Taken” is available at

<https://www.poetryfoundation.org/podcasts/77060/the-road-not-taken-56d3348bd5777>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>17</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>18</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>19</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>20</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 6-8](#), [evidence sentence starters, grade 6](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>17</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>18</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>19</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>20</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>