

Unit Name	Unit Description
<b><u>Written in Bone</u></b>	Students read literary and informational texts about the stories of our past to understand how different texts offer unique historical perspectives and how authors sometimes alter details of history to serve a purpose. Students express their understanding by corroborating details of the past, deciphering an author's purpose, and writing their own fictionalized version of a historical account.
<b><u>A Christmas Carol</u></b>	Students read literary and informational texts about the meaning and redemption found through selflessness and valuing people over material possessions. Students understand how writers use stories to teach us these lessons and how characters' choices affect the plot and build the theme of a story. Students express their understanding by exploring how literature resonates with readers and has "staying power," becoming a part of our language, culture, and moral code.
<b><u>The Giver</u></b>	Students read dystopian literature and related informational texts to understand how individual perspectives are shaped by knowledge and memory and to determine whether perfection is worth the sacrifice. Students express their understanding by analyzing how a theme is developed through characters and their contrasting points of view and also comparing and contrasting the themes of similar texts.
<b><u>Memoir</u></b>	Students read various memoirs and texts about a writer's craft to understand the importance of memoirs and "coming of age" literature. Students express their understanding by exploring their own voice and style as a writer, observing the firsthand connection between reading and writing, as they write their own memoir.
<b><u>Behind the Scenes</u></b>	Students read both literary and informational texts about pre- and post-Civil War America. By examining the different perspectives of various accounts, real and fictional, students will gain a deeper understanding of the time period and express understanding through identifying and then comparing and contrasting different accounts of people, events, and ideas of the time.

## Written in Bone

### About this Unit

By the end of this unit, students will have read literary and informational texts to understand how different texts offer unique perspectives. We will also investigate how authors sometimes alter details of history to serve a purpose.

The main text students will read in this unit is *Written In Bone* by Sally M. Walker, which is an informational text about a group of scientists and forensic anthropologists who began a dig in the Chesapeake Bay region in 2005. The book is illustrated with color photos of skeletons, dig sites, and artifacts, as well as maps and documents dating from colonial-era America. An illustrated timeline walks readers through Colonial Jamestown and Maryland events relevant to the digs. Throughout the unit, students will examine *Written in Bone* to determine the central idea and locate evidence to support the central idea. At the end of the unit, students will be asked to write an essay with logical reasoning and relevant evidence to support another central idea of the text and explain how ideas are developed over the course of the text.

### Unit Texts

In this unit, students will read the following texts:

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker
- *Blood on the River: James Town, 1607*, chapters 9-13, 18, 20, first section of 21, 23 to 27, and Afterword by Elisa Carbone
- *A Book of Americans: "Indian"* by Rosemary and Stephen Vincent Benet
- "Jamestown: 1607, The First Months: Observations Gathered Out of a Discourse on the Plantation of the Southern Colony in Virginia by the English, 1606, Gentleman": June-July 1607 and August-September 1607 by Master George Percy (National Humanities Center)
- "Ode to the Virginian Voyage" by Michael Drayton
- "Pocahontas" by William Makepeace Thackeray
- "Finding Remains," video by Smithsonian's National Museum of Natural History
- "30,000 Skeletons," video by Smithsonian Education
- Written in Bone Online Exhibit by Smithsonian
- "Written in Bone: Stories of Life and Death in Colonial Chesapeake," video by Smithsonian 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 mystery of the Roanoke Colony, the advantages of knowing the land, and Jamestown through time can be found here:

<https://learnzillion.com/wikis/136644-written-in-bone-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.
  - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical
  - examine, examined, examining, examiner, examination, examinable, examinational, pre-examine, pre-examination
  - evidence, evidencing, evidenced, counterevidence, pre-evidence, re-evidence, super-evidence, unevidenced
  - mystery, mysteries, mysterious, mysteriously, mysteriousness, unmysterious, quasi-mysterious, quasi-mysteriously
  - excavate, excavated, excavating, excavation, excavational, non-excavation, reexcavation

### Support for Reading

An audio recording of *Written in Bone* is available at

[https://www.audible.com/pd/Kids/Written-in-Bone-Audiobook/B0032CK67U?ref=a\\_a\\_search\\_c3\\_lProduct\\_1\\_1&pf\\_rd\\_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf\\_rd\\_r=AJW71DV4SMKXZ2FAS488&](https://www.audible.com/pd/Kids/Written-in-Bone-Audiobook/B0032CK67U?ref=a_a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=AJW71DV4SMKXZ2FAS488&)

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](#)

<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>

[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.

## A Christmas Carol

### About this Unit

By the end of this unit, students will have read and analyzed texts that examine the connection between our values, relationships, and happiness.

The main text students will read in this unit is *A Christmas Carol* by Charles Dickens, which is set in 18th century London. The novel develops the character of the cold-hearted miser, Ebenezer Scrooge, the manifestation of hopelessness and wickedness. Scrooge is given a chance to change his ways through ghostly interventions to show that redemption can be found in selflessness and valuing people over material possessions. Throughout the unit, students will conduct research to analyze Charles Dickens' influence on our culture and write a research report to share their findings. At the end of the unit, students will be asked to write an essay on a theme of *A Christmas Carol* and how Dickens' uses the main character's perspective to develop that theme.

### Unit Texts

In this unit, students will read the following texts:

- *A Christmas Carol* by Charles Dickens
- *A Christmas Carol* (2012 release) by Brian Desmond Hurst (Director)
- "Do Experiences or Material Goods Make Us Happier?" by Science Daily
- "Study: Experiences Make Us Happier Than Possessions" by Elizabeth Landau (CNNHealth.com)
- *Tuesdays with Morrie*, "The Eighth Tuesday: We Talk About Money" by Mitch Albom
- "The Treasure of Lemon Brown" by Walter Dean Myers
- "The Gift of the Magi" by O. Henry
- "Charles Dickens: Six Things He Gave the Modern World" by Alex Hudson (BBC News)
- *A Christmas Carol* (1971) by Chuck Jones (Animator)
- *A Christmas Carol* (Audio) by Lit2Go
- "History of Christmas" by BBC
- Original manuscript of *A Christmas Carol* with Dickens's revisions by *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 business terms used in *A Christmas Carol*, use of social and political context to explore author's purpose, and noticing colons and semicolons to improve understanding can be found here:

<https://learnzillion.com/wikis/136648-christmas-carol-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.
  - happiness, happy, happier
  - consumer, consumption, consuming, consume, consumed
  - satisfy, satisfaction, satisfactory
  - reflect, reflected, reflecting, reflector, reflection
  - value, valuable, valuation, valuing, valued

### Support for Reading

An audio recording of “The Treasure of Lemon Brown” is available at [https://www.youtube.com/watch?v=v\\_uuHOP6RpE](https://www.youtube.com/watch?v=v_uuHOP6RpE).

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
- 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>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>

## The Giver

### About this Unit

By the end of this unit, students will have read dystopian literature and related informational texts to understand how individual perspectives are shaped by knowledge and memory and to determine whether perfection is worth the sacrifice.

The main text students will read in this unit is *The Giver* by Lois Lowry, which focuses on a young man named Jonas and his community. Throughout the unit, students will analyze how Jonas' character and perspective changes as a result of his experiences and consider themes conveyed in the text and how they connect and relate to their own life and community. At the end of the unit, students will be asked to write a literary analysis essay about the main character and themes of the text.

### Unit Texts

In this unit, students will read the following texts:

- *The Giver* by Lois Lowry
- *The Hunger Games* (DVD), clip of "The Reaping" by Gary Ross
- *Maze Runner* by James Dashner
- *The Hunger Games* by Suzanne Collins
- *Unwind* by Neal Shusterman
- *Divergent* by Veronica Roth
- *Uglies* by Scott Westerfeld
- *Feed* by M.T. Anderson
- *Newbery Acceptance Speech*, June 1994 by Lois Lowry
- "Harrison Bergeron" by Kurt Vonnegut, Jr.
- *The Hunger Games*, chapters 1-2 "The Reaping" by Suzanne Collins
- *Preamble from the Constitution of the United States*
- "The Human Abstract" by William Blake
- "Imagine" (Lyrics) by John Lennon
- *Imagine*, video by John Lennon

### 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 values and rights in a constitution, how communities develop knowledge and shared memories, utopian and dystopian societies can be found here:

<https://learnzillion.com/wikis/159525-the-giver-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.
  - utopia, utopian, dystopia, dystopian
  - obey, obeyed, obeying, obedience, obeyer, obeyable
  - success, succeed, successor, successful, successless
  - prohibit, prohibited, prohibiting, prohibitor, unprohibited
  - where, elsewhere, where else
  - prison, prisoned, prisoner, imprison, imprisoned, imprisoning
  - same, samenses, all the same, just the same

### Support for Reading

A downloadable audio recording of *The Giver* is available at:

[https://www.audible.com/pd/Kids/The-Giver-Audiobook/B002UUQUB6?mkwid=DSATitle\\_dc&pccid=239352017471&pm\\_t=b&pkw=&source\\_code=GO1GB907OSH060513&cvsorc=ppc%20dynamic%20search.google.97175169&cvo\\_crid=239352017471&cvo\\_pid=5075902449&gclid=CjwKCAiA8P\\_TBRA9EiwAJrpHM-r1X87yj63cjfLex24o5x2QH5sR7O0BeuSrlu2POqS\\_yUmFKW1OAzxoClgoQAvD\\_BwE](https://www.audible.com/pd/Kids/The-Giver-Audiobook/B002UUQUB6?mkwid=DSATitle_dc&pccid=239352017471&pm_t=b&pkw=&source_code=GO1GB907OSH060513&cvsorc=ppc%20dynamic%20search.google.97175169&cvo_crid=239352017471&cvo_pid=5075902449&gclid=CjwKCAiA8P_TBRA9EiwAJrpHM-r1X87yj63cjfLex24o5x2QH5sR7O0BeuSrlu2POqS_yUmFKW1OAzxoClgoQAvD_BwE).

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.

<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>



### 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.

## Memoir

### About this Unit

By the end of this unit, students will have learned about the importance of memoirs and “coming of age” literature. Students will also learn about the craft of writing memoirs and explore their own voices and style as writers.

The main text students will read in this unit is “How to Write a Memoir” by William Zinsser. This is an advice piece written by the famous memoir writer Zinsser. Throughout this unit, students will choose a memoir to read independently. At the end of the unit, students will be asked to compare and contrast their chosen memoir with the advice given by Zinsser in “How to Write a Memoir.”

### Unit Texts

In this unit, students will read the following texts:

- “How to Write a Memoir” by William Zinsser from *The American Scholar*
- *A Summer Life* by Gary Soto
- *Bad Boy: A Memoir* by Walter Dean Myers
- *The Circuit* by Francisco Jimenez
- *Guts* by Gary Paulsen
- *Soul Surfer* by Bethany Hamilton and Rick Bundschuh
- *Zlata's Diary* by Zlata Filipovic
- *Boy: Tales of Childhood* by Roald Dahl
- *Baseball in April and Other Stories: “Seventh Grade”* by Gary Soto
- *The Elements of Style* (Illustrated): “Chapter V: An Approach to Style” by William Strunk, Jr. and E.B. White
- *Woman Hollering Creek, “Eleven”* by Sandra Cisneros
- *A Fire in My Hands: “Oranges”* by Gary Soto
- “Thank You M'am” by Langston Hughes
- “Short Memoirs: Six Little Words Can be Revealing” by Doug Mason

### 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 characteristics of good memoirs, Coming of Age as a genre, and using dashes to draw attention can be found here: <https://learnzillion.com/wikis/159527-memoir-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.

- ancestor, ancestors, ancestry
- history, historical, histories, historiographer, historiographic, historically
- mature, matured, maturing, maturity, maturely
- memory, memoir, memorial, memorable, remember, memorial, memorization, memorize, memoirist
- writing, written, write, writer, writing, wrote, miswritten
- compose, composition, composer, composing, composed

### 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>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 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>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>

## Behind the Scenes

### About this Unit

By the end of this unit, students will have read literary and informational texts about pre- and post-Civil War America. By examining the different perspectives of various accounts, real and fictional, students will gain a deeper understanding of the time period and express their understanding through identifying and then comparing and contrasting different accounts of people, events, and ideas of the time.

The main text students will read in this unit is *Behind the Scenes* by Elizabeth Keckley, which is a memoir written by a former slave about her life, primarily the time she spent being friends with Mary Todd Lincoln, the wife of President Abraham Lincoln. Throughout the unit, students will read other accounts of former slaves and compare and contrast their emancipation stories. At the end of this unit, students will show they understand the unit goals discussed by writing an argumentative essay about the author's attitude toward Mrs. Lincoln and toward slavery.

### Unit Texts

In this unit, students will read the following texts:

- *Behind the Scenes, Or Thirty Years a Slave and Four Years in the White House*: preface, chapter one, chapter three, and excerpts from chapters 5-7 and 9-10, chapter 11, and excerpts from chapters 12 and 15, and the Appendix by Elizabeth Keckley
- "A Fitting Friendship Between Dressmaker and Mary Todd Lincoln," by Jeanne Kolker
- "The Great Escape from Slavery of Ellen and William Craft" by Marian Smith Holmes (SmithsonianMag.com)
- Harriet Tubman: Conductor on the Underground Railroad: pages 131-148 ("14. The Railroad Runs to Canada" and "15. 'Go On or Die'") by Ann Petry
- "Notable Visitors: Frederick Douglass" from The Lehrman Institute (Mr. Lincoln's White House)
- *The People Could Fly* by Virginia Hamilton
- *Harriet Jacobs and Elizabeth Keckley: The Material and Emotional Realities of Childhood in Slavery: "The Value of Literacy to the Enslaved"* by EDSITEment!
- "O Captain! My Captain!" by Walt Whitman
- *Narrative of the Life of Frederick Douglass, an American Slave*: excerpt from chapter 11 by Frederick Douglass
- "Mary Todd Lincoln – Influence Peddler" from Biography.com
- "Mary Todd Lincoln – Mini Biography" from Biography.com
- "Mary Todd Lincoln – The White House" from Biography.com

### 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 causes of the Civil War, Abraham Lincoln's presidency, and figurative language can be found here: <https://learnzillion.com/wikis/171094-behind-the-scenes-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.
  - abolish, abolishing, abolished, abolitionist, abolition, abolishment
  - own, owner, ownership, owning, owned, disown, disowned, disowning, disownership,
  - prohibit, prohibiting, prohibited, prohibition, prohibitive, prohibitory
  - serve, service, served, serving, servitude, serviceable, disservice,
  - liberty, liberties, liberal, liberate, liberated, liberation, libertarian
  - slave, slaved, slaving, enslaved, enslavement, enslaver, enslaved
  - emancipate, emancipated, emancipating, emancipation, emancipator, emancipist, non-emancipative

### Support for Reading

An audio recording of Behind the Scenes is available at <http://etc.usf.edu/lit2go/87/behind-the-scenes/>.

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](#)

<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>

[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.