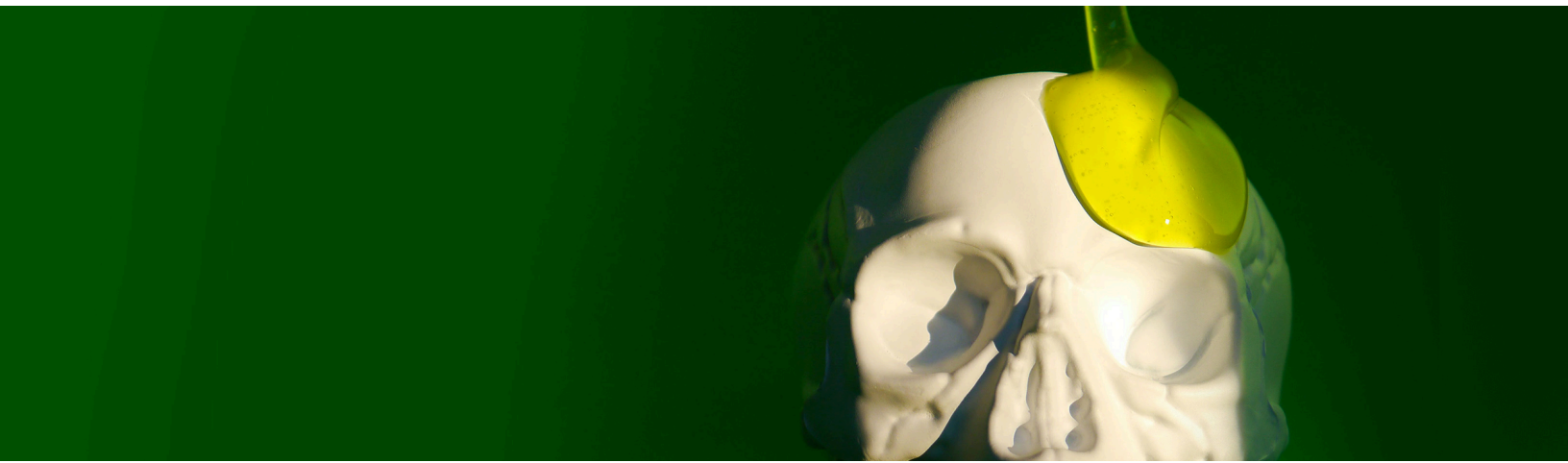




7C: Brain Science

Teacher's Guide

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7C: Brain Science

Dear Educator,

Welcome to your Teacher Guide for 7C: Brain Science!

This printed Teacher Guide duplicates the instructions found within the Amplify ELA program and is designed for times when you need or prefer to access lesson instructions offline. The information from the Unit Overview will help you understand and prepare for the unit, while the Lesson Guides support planning, pacing, and classroom instruction. Before you dive in, however, it is important to note that the Amplify ELA program is designed for real-time interactions with content, using interactive apps, digital and print supports, auto-scored measurement items, videos, audio, and digital text and tools (to name just a few) to support deep student learning and enhance your strong instruction. For this reason, this guide does not mirror a traditional Teacher's Edition of a textbook. To see the full range of interactive components as you plan, you should log in to the curriculum at learning.amplify.com.

If you have generated this guide from the ELA lesson platform, you may find it useful to save or even print out this document, in order to browse it when you are not logged in to the curriculum, or when you are offline.

If you have any questions or feedback, please contact us at elahelp@amplify.com.

Thank you,

Amplify ELA

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Planning for the Unit



Unit Overview

The brain is seemingly a place of miracles. It enables us to think, to learn, to laugh, and to cry. It keeps our heart beating and helps us draw a breath. In the Brain Science unit, students explore a series of informational texts that expose the intricate workings of the brain, challenge their concept of what it means to be human, and help them consider how their own growing brains are impacted by their daily experiences.

In *Phineas Gage: A Gruesome but True Story About Brain Science*, students meet one of the most unforgettable brain injury patients of all time. They trace the events that lead to Phineas's injury, the extraordinary efforts of doctors and scientists to learn from his survival, and the early understanding of brain structure and function that grew from that learning. Through readings from *Inventing Ourselves: The Secret Life of the Teenage Brain*, students add additional information to their understanding of brain structure and function and apply the study of brain science to consider why adolescents behave the way they sometimes do, and how they can expect to change over time. In excerpts from Oliver Sacks's book *The Man Who Mistook His Wife for a Hat*, students meet the real-life patient who really did mistake his wife for a hat, and several other patients with fascinating symptoms. They consider what each set of symptoms reveals about the brain, applying their growing understanding of how the brain functions to these modern brain injury cases. Just as students build a better working model of their brain with each new text, the sequence of texts from less to more challenging allows the work they do in the early texts to support their reading of the subsequent texts.

The lessons provide lots of opportunities for students to collaborate and refine their understanding through a specific partner discussion technique. One of the discoveries students make in the Brain Science unit is the process by which science advances over time, a process not unlike the way in which learners and readers obtain and evolve new understandings. Using a peer instruction method suggested by science educator Eric Mazur, students will have many moments in this unit where they gradually build and refine their knowledge through focused readings and collaborative, problem-driven discussions. These discussions compel students to draw on textual evidence and to distinguish between clear facts and possible interpretations.

Brain science is not only a fascinating topic for middle school students to explore; reading about brain science is functional in helping adolescents understand the stages of their own development. In early adolescence, your students are embarking on the second most rapid age of brain development after infancy. This unit will support students to build awareness of their own unique cognitive strengths and challenges, and of the ways in which they can exert control over their own learning.

Texts

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- Excerpts from *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Excerpt from "Demystifying the Adolescent Brain" by Laurence Steinberg
- Excerpts from *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- Excerpts from the majority and dissenting opinions in *Roper v. Simmons*
- EXTRA: "Sonnet—To Science" by Edgar Allan Poe



- EXTRA: “The Brain” by Emily Dickinson
- EXTRA: “Recovery from the Passage of an Iron Bar Through the Head” by John M. Harlow, MD

Skills and Content

Topic & Theme: Brain development and brain disorders

Reading: Synthesize information from multiple texts to develop understanding of a topic

Writing: Describe facts, explain concepts, and convince the reader of an opinion

Activity Highlights: *Perception Academy* Quest, discussions to refine conceptual understanding

Text Features: Narrative and informational nonfiction about discoveries in brain science

Sensitive Content

Phineas Gage describes a real account of a terrible accident that occurred in Cavendish, Vermont, in 1848 when an iron rod was propelled clean through the head of an American railroad construction foreman. Some students may be sensitive to the graphic nature of the content and images that appear in this text.

Grammar Instruction

The Amplify Grammar Pacing Guide provides a sequence of recommended grammar topics for each grade level and identifies both whole class and self-guided lessons to cover each topic. Use this guide to plan grammar instruction for each Amplify Flex Day.

After you have provided some grammar instruction, assess whether students are applying what they’ve learned to their own writing during Amplify’s 12-minute writing activities. If they need support to integrate and apply a new skill, consider assigning one of the grammar revision assignments (found in the Materials section of each Flex Day) to complete at the end of the next 4 writing prompts.

Resources for grammar instruction:

- Flex Days: The Flex Days provide an opportunity for students to receive regular instruction on needed grammar skills.
- Amplify Grammar Unit: The Grammar unit covers key grammar topics for the middle grades, both grade-level topics and areas where students often need review. Topic Pairings:
 - Sub-units 1 and 2: Sentences
 - Sub-units 3 and 4: Pronouns
 - Sub-units 5 and 6: Verb Tenses
- *Mastering Conventions* PDFs:
 - *Mastering Conventions 1, 2, and 3* contain student exercises and teacher instruction to cover grades 3–8 grammar skills.
 - *Mastering Conventions 4* focuses on spelling, including assessment recommendations, student worksheets, teacher instruction, and word lists.



- The Quill™ program. Amplify has partnered with Quill to provide teachers and students use of Quill's extensive writing and grammar lessons and activities. Use the global navigation to access Quill.

Additional Instructional Notes

Many lessons use a technique borrowed from Eric Mazur, a physics professor at Harvard University. This technique helps students work with partners to find the source of their own misunderstandings in the text.

For your reference, below is the sequence of steps used to implement the Mazur technique in the Brain Science unit. Find out more about Eric Mazur's work online at: <http://harvardmagazine.com/2012/03/twilight-of-the-lecture>.

Instructional Steps Based on the Mazur Technique

1. Independently, students answer a factual question based on the text (featured in the lesson, "Phineas Should Have Been Dead").
2. You project students' answers so students can see the range of answers in the class. You do not give students the correct answer yet.
3. Students pair with students who have *different* answers, reconsider their answers while looking back at the text, and come to a common answer with their partners.
4. You show students the range of answers again and this time give students the correct answer.
5. You lead a discussion about where students found the correct answer in the text and which parts of the text led to incorrect answers and misunderstandings.



Reading and Writing Assignments

Sub-Unit 1: *Phineas Gage: A Gruesome but True Story About Brain Science*

A metal rod shot right through his head, yet minutes later he was talking and joking. You will read the book, *Phineas Gage: A Gruesome but True Story About Brain Science*, to collect the evidence and figure out just how Phineas survived.

11 Lessons

Lesson	Reading	Writing
1: The Tamping Iron & the Skull	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" Solo: "'Horrible Accident' in Vermont" (10–19)	
2: "Phineas Should Have Been Dead"	<i>Phineas Gage</i> : "'Horrible Accident' in Vermont" (10–19) Solo: "'Horrible Accident' in Vermont" (20–30) EXTRA: "Passage of an Iron Rod Through the Head" by John M. Harlow, M.D.	The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not? EXTRA: Writing Prompt 1 (Argumentative): Stake a claim arguing whether or not "Passage of an Iron Rod Through the Head" supports the contention that "Phineas should have been dead long before this." Use evidence from the text to support your claim. Writing Prompt 2 (Argumentative): Compare and contrast the firsthand descriptions of Phineas's condition in "Passage of an Iron Rod Through the Head" to "'Horrible Accident' in Vermont." Argue which doctor's description (Harlow's or Fleischman's) does a better job of convincing the reader that "Phineas should have been dead long before this." Use evidence from both texts to support your claim.
3: Microscopic Invaders	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" (20–30) Solo: "'Horrible Accident' in Vermont" (29–34)	
4: Something Odd About Phineas	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" (27–34) Solo: "What We Thought About How We Thought" (1–16)	The author writes in paragraph 29 that "Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds." What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?



5: Diagnosing Phineas	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" (9, 29–33) "What We Thought About How We Thought" (10–13) "The Lobes of the Cerebral Cortex" Solo: "What We Thought About How We Thought" (17–28)	
6: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need Solo: Independent Reading	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
7: Whole Brainers vs. Localizers	<i>Phineas Gage</i> "What We Thought About How We Thought" (17–27) Solo: <i>Phineas Gage</i> "Following Phineas Gage" (1–18)	
8: The Life & Death of Phineas Gage	<i>Phineas Gage</i> "Following Phineas Gage" (1–12) Solo: "Following Phineas Gage" (19–32)	Choose the job reported in the book that you think Phineas is most likely to have done. Pretend that you are Phineas, and tell the story of that time in your life. You can write your story as one of the following: • A diary entry • A letter home • A response to the author's writing Use the information you thought was most reliable, but mix in a few details that you think are fun and interesting, too!
9: The Way We Act Human	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" (29), "Following Phineas Gage" (19–30) Solo: <i>Phineas Gage</i> "Putting Phineas Together Again" (1–17)	
10: Flex Day 2	Teacher choice: Activities to support a range of skills, determined by student need Solo: Independent Reading	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need



11: The Future of Brain Science	<i>Phineas Gage</i> "'Horrible Accident' in Vermont" (28) "What We Thought About How We Thought" (4–10) "Following Phineas Gage" (19–20) "Putting Phineas Together Again" (2–5, 7–12) Solo: <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> "Adolescence isn't an aberration" (1–11) EXTRA: "Sonnet—To Science" by Edgar Allan Poe and "Putting Phineas Together Again" (2–12)	Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage? EXTRA Writing Prompts Writing Prompt 1 (Informative): Explain how the speaker in the poem "Sonnet—To Science" perceives science. Use evidence from the poem to support your answer. Writing Prompt 2 (Argumentative): The speaker in "Sonnet—To Science" says that science is like a "vulture" whose constant search for "dull reality" turns imaginative and fun human experiences (like gazing up into the sky) into dull facts. Stake a claim arguing whether the Damascios from "Putting Phineas Together Again" would agree or disagree with this sonnet. Use evidence from both texts to support your thinking.

Sub-Unit 2: *Inventing Ourselves: The Secret Life of the Teenage Brain*

Why do teenagers behave the way they do? Parents, teachers, and teens themselves have been asking that question for centuries. Read *Inventing Ourselves: The Secret Life of the Teenage Brain* to uncover the fascinating research that scientists use to help us understand this important period of life.

5 Lessons

Lesson	Reading	Writing
1: What Is an Adolescent?	<i>Inventing Ourselves</i> "Adolescence isn't an aberration" (1–11) Solo: <i>Inventing Ourselves</i> "The ever-plastic brain" (24–30)	Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer?



2: How You Grow a Brain	<i>Inventing Ourselves</i> "The ever-plastic brain" (24–30) Excerpt from <i>Phineas Gage</i> "Horrible Accident" In Vermont Overview of Supreme Court Case — <i>Roper v. Simmons</i> , 543 U.S. 551 (2005) Solo: <i>Inventing Ourselves</i> "The right sort of risks (part 1)" (1–8) EXTRA: "Demystifying the Adolescent Brain" by Laurence Steinberg	EXTRA: Writing Prompt 1 (Informative): The author of "Demystifying the Adolescent Brain" writes that an increase in dopamine activity is "a mixed blessing" for teenagers. Explain what he means by his statement. Use evidence from the text to support your answer. Writing Prompt 2 (Informative): Both Justice Kennedy and Justice O'Connor delivered opinions regarding Christopher Simmons's fate in <i>Roper v. Simmons</i> . Argue which justice's claim (Kennedy's or O'Connor's) is best supported by "Demystifying the Adolescent Brain." Use evidence from both texts to support your answer.
3: Risky Behavior	<i>Inventing Ourselves</i> "The right sort of risks (part 1)" (1–18) Excerpt from "Demystifying the Adolescent Brain" Solo: "The right sort of risks (part 2)" (42–53)	
4: Control Yourself	<i>Inventing Ourselves</i> "The right sort of risks (part 2)" (42–53) <i>Phineas Gage</i> "Putting Phineas Together Again" (11–12) Solo: <i>The Man Who Mistook His Wife for a Hat</i> "Yes, Father-Sister" (1–21)	
5: Flex Day 3	Teacher choice: Activities to support a range of skills, determined by student need Solo: Independent Reading	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 3: *The Man Who Mistook His Wife for a Hat*

What would you say to an elderly man who believed he was still a dashing, 19-year-old submariner? In the book *The Man Who Mistook His Wife for a Hat*, you will encounter some of the medical oddities that help scientists learn more about the brain and how it works.

3 Lessons



Lesson	Reading	Writing
1: A Modern Phineas	<i>The Man Who Mistook His Wife for a Hat</i>: "Yes, Father-Sister" (13–21); "The Lost Mariner" (2–18); "Eyes Right!" (1–5); "Cupid's Disease" (1–4); "The Man Who Mistook His Wife for a Hat" (1–10) <i>Phineas Gage</i>: "Putting Phineas Together Again" (1–17); "'Horrible Accident' in Vermont" (27–34) Solo: <i>The Man Who Mistook His Wife for a Hat</i>: "Eyes Right!" (1–5) EXTRA: "The Brain" by Emily Dickinson	How are the cases of Phineas Gage and Mrs. B. similar? How are they different? EXTRA Writing Prompts Writing Prompt 1 (Informative): Describe Emily Dickinson's tone (attitude) toward the brain in her poem "The Brain." Use evidence from the text to support your ideas. Writing Prompt 2 (Argumentative): Choose an excerpt from <i>The Man Who Mistook His Wife for a Hat</i> and argue whether the scientific observations are supported by Dickinson's description of the brain in "The Brain." Use evidence from both texts to support your claim.
2: Flex Day 4	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
3: Comparing Visual Neglect to "Eyes Right"	<i>The Man Who Mistook His Wife for a Hat</i>: "Eyes Right!" (1–5) Solo: "The Brain" by Emily Dickinson	

Sub-Unit 4: Write an Essay

Stretch your mind and show how much you learned about brain science by writing an essay in which you compare and contrast Phineas's behavior and brain to those of an adolescent.

5 Lessons

Lesson	Reading	Writing
1: Writing a Claim & Body Paragraph 1	<i>Phineas Gage</i>: "'Horrible Accident' in Vermont" (29–34) <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i>: "Adolescence isn't an aberration" (1–11)	Essay Prompt: Compare and contrast Phineas's behavior and brain to those of an adolescent.



2: Writing Body Paragraph 2	<i>Phineas Gage</i> : "Putting Phineas Together Again" (1–14) <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> : "The right sort of risks" (1–22)	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Essay Flex Day	Teacher choice: Activities to support a range of skills, determined by student need <i>Phineas Gage</i> : "'Horrible Accident' in Vermont" (1–34) <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> : "The right sort of risks" (1–22)	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
4: Revising and Writing an Introduction	<i>Phineas Gage</i> : "'Horrible Accident' in Vermont" (1–34) <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> : "The right sort of risks" (1–22)	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Writing a Conclusion and Polishing the Essay	<i>Phineas Gage</i> : "'Horrible Accident' in Vermont" (1–34) <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> : "Adolescence isn't an aberration" (1–11)	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.



Unit Formative and Summative Assessments

Formative Assessments

*Indicates items that are auto-assessed.

Formative Reading: Daily lessons offer two important types of reading practice, both of which provide formative assessment measurements.

- Lesson Exit Tickets*: The exit ticket broadly assesses students' understanding of the lesson's focus reading standard and text.?
- Solo Reading Comprehension*: Daily Solo questions assess students' ability to independently and accurately read and comprehend the unit texts. ?

Formative Writing: The Amplify 12-minute writing prompts provide regular practice for students to refine their thinking about the texts, deepen their work with the standards, and practice key writing skills grounded in claims and text-based evidence. These prompts provide formative assessment measurements of the following key writing skills:

- Productivity*: The number of words written?
- Focus*: A developed and maintained focus on one claim, idea, or moment?
- Use of Evidence: Relevant and developed evidence to support the claim or idea?
- Conventions*: Readable command over complete sentence structure?

Embedded Assessment Measure*: Amplify's Embedded Assessment Measure aggregates and assesses students' daily work over the sequence of lessons between flex days—including auto-scored lesson reading activities, exit tickets, Solo reading comprehension questions, language activities, and Writing Prompts—and provides a regular measurement of student performance in key standard areas.

Using Formative Assessment to Support Student Learning

Solo Reading Comprehension*: Check reading comprehension score reports before each lesson, noting students who struggled. Consider pulling this group aside to review the reading during daily vocabulary time, pairing them with a strong reader during the close reading activities, or providing them with differentiated supports for subsequent Solos.

Exit Tickets*: Check exit ticket results at the end of each lesson to identify the % of the class that showed broad understanding of the key lesson text and reading standards. Note students who show a pattern of incorrect exit tickets over 5 or more lessons; review their in-class reading comprehension submissions to determine whether they may need additional differentiated supports or OTSCs during close reading to support their learning. We have included projectable Exit Tickets in the Materials section of your Teacher Lesson Briefs as a resource for when your students are not on devices.



Formative Writing: Check the writing skills reports once students submit a writing activity to note those who struggled and may benefit from immediate feedback, and to identify patterns of progress and lack of progress. Plan a short burst of additional supports, such as regular OTSCs, regular writing revision assignments, or a more substantial level of differentiation. Use the writing reports to trace the impact of this burst of support.

Embedded Assessment Measure*: Students should have submitted enough work to generate an Embedded Assessment Measure before each Flex Day. Use the Embedded Assessment Measure report to note key areas (reading, writing, language) where students might benefit from additional practice, so you can plan your Flex Day groupings and assignments.

Summative Assessments

*Indicates items that are auto-assessed.

Summative Reading: Each unit reading assessment consists of two reading passages, 20 selected response items*, and a choice of two constructed response items. Students will work with excerpts from the following unit texts:

- Chapter 9, "The right sort of risks" in *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- Chapter 2, "What We Thought About How We Thought" in *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman, paragraphs 18–27

Summative Essay: The summative essay is a multi-paragraph essay, with evidence drawn from the unit texts and developed over 4–5 lessons, providing opportunities for students to plan their essay, develop a draft, revise, and polish for an audience. The essay for this unit is an informative essay.

Essay Prompt: Compare and contrast Phineas's behavior and brain to those of an adolescent.

Essay Solo Note: Many Solos in the Essay Lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone). There are no assigned Solos for students writing essays in Writing Journals; any Solo work is at your discretion.



Apps in This Unit

Quest

Perception Academy

Students should complete the *Perception Academy* Quest prior to starting Sub-unit 3.

The *Perception Academy* Quest takes students through a series of linked activities that focus on brain disorders and how they affect what we perceive and how we respond to the world around us. Students move through the periods of a school day as though they have one of the perception disorders detailed in Oliver Sacks's book, *The Man Who Mistook His Wife for a Hat*. Students master excerpts from this difficult non-fiction text, building on the work they've done during the Brain Science unit thus far.

The Quest is made up of six parts—each one representing a section of the school day and a series of three interludes that occur between parts. The Quest is structured like a good thriller: First, students recognize that something is amiss, but they don't understand what it is. Next, they read Oliver Sacks's excerpts to learn about and explore what is "happening" to them. Finally, they widen and deepen their understanding of brain disorders by working collaboratively.

Access the Quest to get more information from the teacher's guide about how to plan for the Quest. A Quest lesson day can be done during a regular lesson period, but you may want to consider scheduling the Quest as an internal field trip when you can join with another class or extend the time period of one or more of the experiences. Quests can break down walls within the school, removing students from their daily routine by creating new physical and/or figurative spaces. As a result, students make contact with a known text in new and rewarding ways. Amplify encourages teachers and administrators to think big when it comes to the implementation of Quests—and to think of them as unique experiences that can unite a school under a single umbrella of learning.

Additional Apps

Spotlight: Highlight and project strong examples of student work.



Differentiation

Review student work from the previous unit and adjust differentiation levels as needed.

The texts in this unit include medical language and scientific concepts and theories. ELL students and students who are having difficulty reading may need additional support in order to understand these words and concepts. Breaking down scientific concepts phrase by phrase or sentence by sentence as a group will improve students' comprehension of this more difficult content.

A graphic organizer and sentence starters are provided for the essay sub-unit. These will assist students with planning for their essay, language conventions, and getting started writing. These will be especially helpful for ELL students or students who are writing below grade level.

Lesson Guides

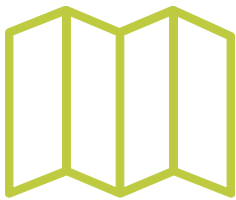




Sub-unit 1

Phineas Gage: A Gruesome but True Story About Brain Science





Lesson 1

The Tamping Iron & the Skull



Overview

It seems impossible—Phineas Gage's head was pierced clear through with a spear-like rod, and yet he lived for years after his injury. How was it possible that he survived, even if with distinct changes to his personality? Lesson 1 introduces students to the story of Phineas Gage and the science that emerged from his improbable accident.

Students start the lesson by examining the tamping rod and Phineas's skull. They discuss the outcomes of such an extreme head injury in order to engage their native understanding of the brain and how it functions.

Your students will then turn to the narrative of the day of Phineas's accident. Using evidence from the text, students will sequence the steps in the process of blasting stone and speculate about which step went wrong. Additionally, they will explore the central idea of luck introduced by the author and make predictions about Phineas's fate based on the events described in the text.

Next, students will examine the first paragraphs of the passage to gather clues about what really happened to Phineas after the accident. Lastly, your students will sequence events in the story and analyze the author's choice to develop the central idea in a specific way.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Present: Download the Unit Texts (3 min)

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.



GROUP

3

Discuss: The Tamping Iron & the Skull (5 min)

Students examine Phineas Gage's tamping iron and skull and consider the effects of different brain injuries.



GROUP

4

Read: The Accident (15 min)

Students summarize and discuss the events that changed Phineas Gage's life.



READING

5

Read: The Aftermath (20 min)

Students will develop a theory about the brain based on the aftermath of Phineas's accident.



READING

6

Wrap-Up (5 min)

Students will determine if they think Phineas was lucky or unlucky.



GROUP



7

Exit Ticket (4 min)

Students sequence events in the story and analyze the author's choice to develop the central ideas in a specific way.

INDIVIDUAL

8

Solo (25 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

No additional prep required.

Exit Ticket

In Activity 7, students sequence events in the story and analyze the author's choice to develop the central ideas in a specific way.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.7.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Tamping Rod and Skull

Unlabeled head

Exit Ticket Projection

Meet the Illustrator: Jackie Pierson

Meet the Illustrator: Jackie Pierson
PDF

**CCSS.ELA-Literacy.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Discuss: The Tamping Iron & the Skull

For your ELL students, you may need to explain the terms “injury,” “injure,” “survive,” and “skull.”

+Activity 4, Read: The Accident

For your ELL students, you may need to explain the terms “injury,” “blast,” “explosion,” “pack (down),” “narrow point,” and “fuse.” Assign students to the level of support that matches their needs.

◆ Core

Students analyze and discuss the events that changed Phineas Gage's life.

■ Substantial

This alternate activity reduces the amount of text, provides quotes from the text, and provides questions with answer choices to help students analyze and discuss the events that changed Phineas Gage's life.

● ■ ELL (Dev), Moderate

This alternate activity reduces the amount of text and provides questions with answer choices to help students analyze and discuss the events that changed Phineas Gage's life.

+Activity 5, Read: The Aftermath

For your ELL students, you may need to explain the terms “cheekbone,” “forehead,” and “hairline.”

Assign students to the level of support that matches their needs.

◆ Core

Students will develop a theory about the brain based on the aftermath of Phineas's accident.

**■● Substantial, ELL (Dev)**

This alternate activity provides step-by-step instructions, guiding statements and sentence starters to help students develop a theory about the brain based on what they've read of Phineas's accident.

■► Moderate, Light

This alternate activity provides fill in the blank sentence starters to help students develop a theory about the brain based on what they've read of Phineas's accident.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■●■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activities

V

Vocabulary Activities



2

GROUP

Present: Download the Unit
Texts

Present: Download the Unit Texts



Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.

Card 1 Instructional Guide

Skip this activity if your students are using the Amplify Library iPad app. Skip this activity if each student does not use the same device each day.

1. Review Downloading Unit Texts - *WHOLE CLASS*

If needed, follow these steps to remind students how to download a text:

- From the Global Navigation Menu, click on the Amplify Library.
- Set up a PIN if it has not been set up.
- Search for:
 - Phineas Gage: A Gruesome but True Story About Brain Science*
 - Inventing Ourselves: The Secret Life of the Teenage Brain*
 - Passage from *The Man Who Mistook His Wife for a Hat*
- Download each of these texts.
- Make sure all students have bookmarked the Amplify Library.

NOTE: Students are able to reset their own PINs when online. When reading a book in the Amplify Library, click the Settings icon in the top right corner, then click "Reset PIN." Students do not need to remember their initial PIN to reset it.

2. Activity on Card - *INDIVIDUAL*

TIP: You may want to keep a record of each student's PIN or have them write it down in a designated place. Students will need their PIN to access downloaded texts if they lose connectivity during class.



Circulate to guide students through the process.

TIP: Students will be able to use almost all reading features offline except for notes. They will not be able to add or view notes while reading offline.

WRITING PROMPT:

1. Go to the Amplify Library.
2. If you have not set up your PIN, enter four letters or numbers when prompted.
3. Search for:
 - *Phineas Gage: A Gruesome but True Story About Brain Science*
 - *Inventing Ourselves: The Secret Life of the Teenage Brain*
 - Passages from *The Man Who Mistook His Wife for a Hat*
3. Download each of these texts.
4. If you have not bookmarked the library, open the [Amplify Library](#) and bookmark the page that opens.
5. If you use a different device outside of school or for your Solo work, make sure to download these same texts onto that device.



3

GROUP

Discuss: The Tamping Iron
& the Skull

Discuss: The Tamping Iron & the Skull

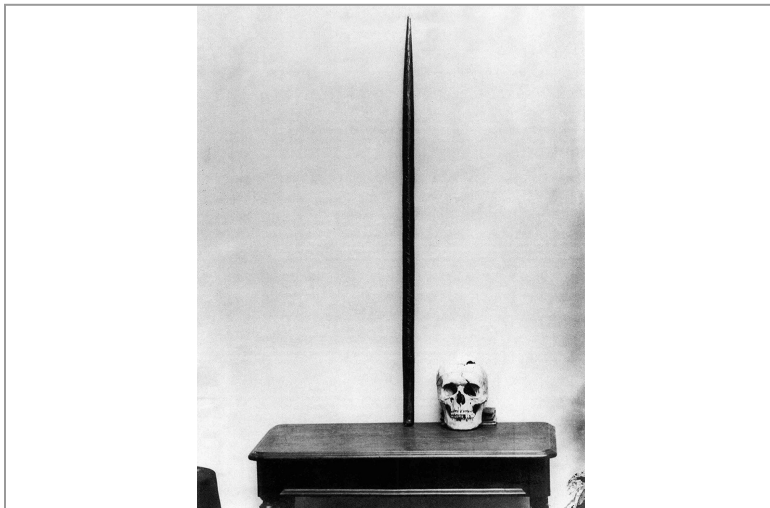


Students examine Phineas Gage's tamping iron and skull and consider the effects of different brain injuries.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

Project the Tamping Rod and Skull Image.



2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Could a person survive without part of their brain?



What kinds of things can happen when someone injures their brain?



Does injuring different parts of the brain cause different problems?

Solutions

It would definitely kill the victim; The person would definitely have serious brain damage; They would probably never walk or talk ever again.



4

READING

Read: The Accident



Read: The Accident



Students summarize and discuss the events that changed Phineas Gage's life.

Card 1 Instructional Guide

Cards 1–2: Students read about Phineas's accident and summarize their understanding of the text by answering questions.

Card 3: Students compare the length of Phineas's tamping iron to other objects.

Card 4: Students sequence the steps that workers should have followed and summarize what went wrong.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **INDIVIDUAL**

3. Discuss Response - **WHOLE CLASS**



5

READING

Read: The Aftermath



Read: The Aftermath



Students will develop a theory about the brain based on the aftermath of Phineas's accident.

Card 1 Instructional Guide

Card 1: Students read the beginning of the passage to uncover the aftermath of Phineas's accident.

Card 2: Students analyze the description of the effects of the accident on Phineas's life.

Card 3: Students visually plot Phineas's injuries.

Card 4: Students use the information they've learned about Phineas's strange case to develop a simple theory of the brain.

1. Introduce Activities - WHOLE CLASS



Now that you have made your predictions about Phineas, let's gather some more clues about what really happened to him.

2. Activity on Card - INDIVIDUAL

3. Discuss Responses - WHOLE CLASS



Based on what you just read, does it seem like Phineas's life went back to normal after the accident, or did it change?



ELL DEV



SUBSTANTIAL

WRITING PROMPT:

1. Highlight the words, phrases, and sentences in paragraph 2 that describe the effects of the accident on Phineas.



MODERATE



LIGHT

WRITING PROMPT:

1. Highlight the words, phrases, and sentences that describe the effects of the accident on Phineas.



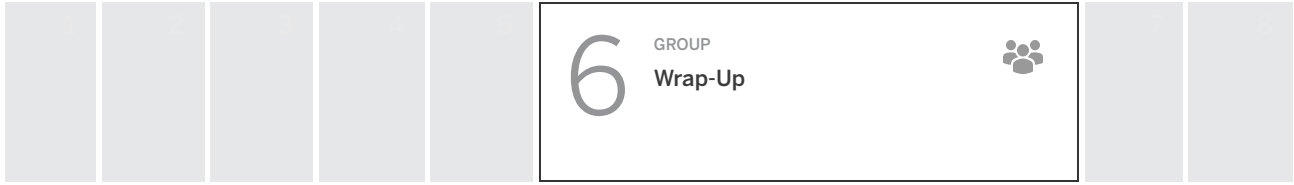
CORE



CHALLENGE

WRITING PROMPT:

1. Highlight the words, phrases, and sentences that describe the effects of the accident on Phineas.



Wrap-Up

Students will determine if they think Phineas was lucky or unlucky.



Card 1 Instructional Guide

1. Review Text - *WHOLE CLASS*



Today, we learned about this most important moment in the life of Phineas Gage. We learned about what happened before his accident, how the accident happened, and we learned a little bit about how he lived and died after the accident.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Poll Responses - *WHOLE CLASS*



What makes you think that Phineas was "lucky" or "unlucky"?

7

INDIVIDUAL
Exit Ticket



Exit Ticket



Students sequence events in the story and analyze the author’s choice to develop the central ideas in a specific way.

Card 1 Instructional Guide

Solutions

- Correct Responses**
Order:
B.
D.
A.
C.
E.



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● ELL DEV

■ MODERATE

▲ LIGHT

◆ CORE

◆ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

● ELL DEV

■ MODERATE

▲ SUBSTANTIAL

WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



 **LIGHT**  **CORE**  **CHALLENGE**

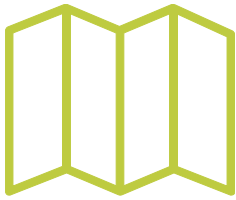
WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.





Lesson 2

“Phineas Should Have Been Dead”



Overview

After describing the doctors' initial treatment, author John Fleischman concludes that "Phineas should have been dead long before this." In Lesson 2, students read and write to determine how it was possible for Phineas—or anyone—to survive such a traumatic brain injury.

They begin by reading closely to understand the nature of the injuries and the doctors' initial treatment. They trace the strategies the doctors applied as well as the type of brain injury Phineas experienced. They examine the symptoms to understand the threats that Phineas could face.

The Brain Science unit features the peer teaching method advanced by Eric Mazur at Harvard University. The Mazur approach exposes students to a new scientific concept, then poses a problem that forces students to engage the concept at a higher order of thinking. Peers work together to apply the concept, and refine one another's thinking until they solve the problem. In Lesson 2, students work through a problem that requires them to refine their text-based understanding of the details of Phineas's injury and treatment.

In a short written response, students answer the question, "How did he survive?" They then discuss their initial responses with a partner, sharing their ideas and evidence. They then return to their original response and write to revise their understandings.

Students have grappled with the text, gathered the basic facts, refined their thinking through text-based discussion, and now they are equipped to take on a more complex evaluative writing task. Armed with ideas and evidence, the students write a more formal response to the question, "Was Phineas lucky?"

Lesson at a Glance

ACTIVITY	Vocabulary Activities	V VOCABULARY
1		
2	Read: First Treatment (15 min) Students examine the historical evidence and medical science to determine how the doctors' treatment of Phineas impacted his physical condition.	 READING
3	Use the Text as Referee: How Did He Survive? (12 min) Students develop theories about how Phineas could survive such a terrible injury.	 READING
4	Write (10 min) Students write to evaluate the author's statement that Phineas was lucky.	 WRITING
5	Share (5 min) Students share their writing and have the opportunity to respond to a peer's writing.	 GROUP
6	Wrap-Up (5 min) Students reflect on the ways in which their understanding changed through discussion with others.	 GROUP



7

Exit Ticket (4 min)

Students analyze the historical reasons for the doctors' treatment of Phineas.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

INDIVIDUAL

9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students analyze the historical reasons for the doctors' treatment of Phineas.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



objective summary of the text.

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Read: First Treatment

For your ELL students, you may need to explain terms such as “treatment,” “wound,” “(bone) fragment,” “dress (a wound),” “compress,” “bandage,” “swell,” “swollen,” “shock,” “to rattle,” and “infection.”

Assign students to the level of support that matches their needs.

◆ Core

Students examine the historical evidence and medical science to determine how the doctors' treatment of Phineas impacted his physical condition.

■ ● Substantial, ELL (Dev)

This alternate activity provides a summary of the steps, sentence starters, and answer options to help students examine the historical evidence and medical science to determine how the doctors' treatment of Phineas impacted his physical condition.

Activity 3, Use the Text as Referee: How Did He Survive?

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

+Activity 4, Write

Use the over-the-shoulder conference guides to support students' individual needs. Assign students to the level of support that matches their needs.



◆ Core

Students write to evaluate the author's statement that Phineas was lucky.

Pentagon Challenge

This alternate Writing Prompt challenges students to argue how Phineas was both lucky and unlucky.

■ Substantial

This alternate Writing Prompt provides guiding questions and sentence starters to help students evaluate whether Phineas was lucky.

● ■ ELL (Dev), Moderate

This alternate Writing Prompt provides a list of important moments from the accident for students to think about and sentence starters to help them evaluate whether Phineas was lucky.

► Light

This alternate Writing Prompt provides sentence starters to help students evaluate whether Phineas was lucky.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

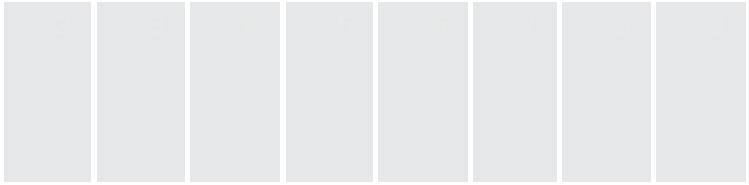


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

READING

Read: First Treatment



Read: First Treatment



Students examine the historical evidence and medical science to determine how the doctors' treatment of Phineas impacted his physical condition.

Card 1 Instructional Guide

Card 1: *Students track the doctors' treatment of Phineas on the day of the accident.*

Card 2: Students examine and compare the different types of brain injuries.

1. Introduce Activity - *WHOLE CLASS*



What's the first thing a doctor should do if they receive a patient with Phineas's injuries?

2. Read Passage - *WHOLE CLASS*

3. Activities on Card - *INDIVIDUAL*

4. Discuss Responses - *WHOLE CLASS*



3

READING

Use the Text as Referee:
How Did He Survive?



Use the Text as Referee: How Did He Survive?



Students develop theories about how Phineas could survive such a terrible injury.

Card 1 Instructional Guide

Card 1: Students log their theories about how Phineas survived.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about how Phineas survived.

1. Introduce Activity - *WHOLE CLASS*



At first, it seems completely impossible that someone could survive this kind of injury. The author writes that Phineas “should have been dead long before this,” “should have died of shock,” and “should have died of brain swelling” in paragraph 17.



You have investigated how the doctors examined and treated Phineas after his accident. Now you can create your own theory about how Phineas survived his accident.

2. Activity on Card - *INDIVIDUAL*

Card 2 Instructional Guide

Card 1: Students log their theories about how Phineas survived.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about how Phineas survived.

Activity on Card - *PAIRS*



Card 3 Instructional Guide

Card 1: Students log their theories about how Phineas survived.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about how Phineas survived.

1. Activity on Card - *INDIVIDUAL*

2. Share and Discuss Answers - *WHOLE CLASS*

Have students explain their answers.

Notice if the partner work has led them to change their minds.



If you changed your answer during your discussion, tell us what you heard or read that made you change your mind.



We are going to keep doing this sort of partner work on trickier questions as we try to figure out the science behind Phineas's case.

WRITING PROMPT:

Return to your original response to the question. Skip a line and explain how the discussion with your partner changed, deepened, or confirmed your understanding.

Use these sentence starters to help with your response.

Original Prompt

Based on your reading of the text, what were the factors that enabled Phineas to survive? Record your initial response to the question, and include evidence from the text that supports your view.



4

WRITING
Write



Write



Students write to evaluate the author's statement that Phineas was lucky.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Think about the places in the text that describe Phineas's injuries and his treatment.



Raise your hand if...

- you think it's amazing that Phineas didn't die when the tamping iron went through his head.
- you think the doctors could have treated Phineas more effectively.
- you think the doctors treated Phineas as well as they possibly could have.
- you can remember some of the advantages or disadvantages of an open brain injury.



CORE

WRITING PROMPT:

The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not?



LIGHT



WRITING PROMPT:

The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not?

Choose one or both of these sentence starters to help you get started writing.

- Phineas was lucky/unlucky because _____.
- The text says _____ which shows that Phineas was/was not lucky.

**CHALLENGE**

WRITING PROMPT:

The author says that Phineas had a "stroke of luck" (19). Explain both sides of that quote. Why was Phineas lucky? Why was Phineas unlucky?

**SUBSTANTIAL**

WRITING PROMPT:

The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not?

Choose one or both of these sentence starters to help you get started writing.

- Phineas was lucky/unlucky because _____.
- The text says _____ which shows that Phineas was/was not lucky.

**ELL DEV****MODERATE**

WRITING PROMPT:

The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not?

Choose one or both of these sentence starters to help you get started writing.



- Phineas was lucky/unlucky because _____.
- The text says _____ which shows that Phineas was/was not lucky.

WRITING PROMPT:

Think about these moments from Phineas's accident.

- A tamping iron went through Phineas's head.
- Phineas survived the accident.
- Phineas has an open brain injury.
- Dr. Harlow gives Phineas medical treatment.
- Phineas's wound gets infected.



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

The author says that Phineas had a "stroke of luck" (19). Do you think Phineas was lucky? Why or why not?



6

GROUP
Wrap-Up



Wrap-Up

Students reflect on the ways in which their understanding changed through discussion with others.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Today, you shared ideas with a partner and revised your thinking about an important idea.



This is the kind of thing scientists do every day: they write down their first ideas, look at the evidence, then revise their thinking.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Phineas's story is really interesting and exciting. We will continue to use scientific thinking to figure out how Phineas survived and what it tells us about the brain.

7
INDIVIDUAL
Exit Ticket

Exit Ticket



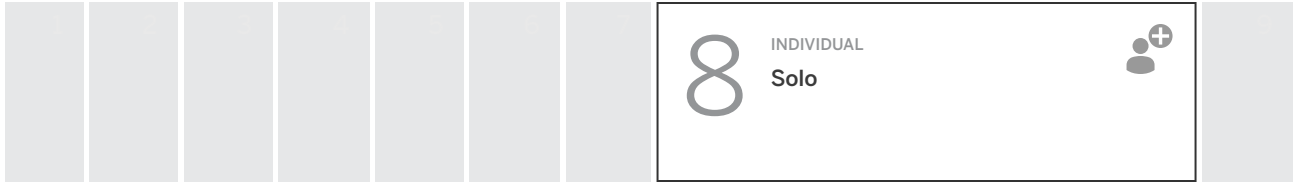
Students analyze the historical reasons for the doctors' treatment of Phineas.

Card 1 Instructional Guide

Solutions

Correct Responses

1. Paragraph 10 — C. Tells part of Phineas's story
- Paragraph 18 — A. Explains the science of brain injuries
- Paragraph 19 — B. Applies the science to Phineas's case
2. C



Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



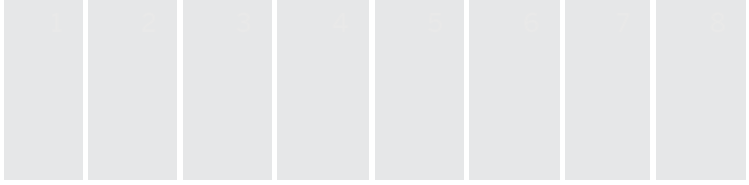
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



9

EXTRA

Challenge Writing



Challenge Writing



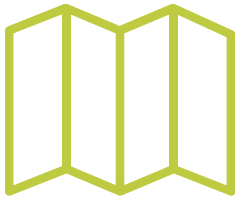
Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

WRITING PROMPT:

Writing Prompt 1 (Argumentative): Stake a claim arguing whether or not “Passage of an Iron Rod Through the Head” supports the contention that “Phineas should have been dead long before this.” Use evidence from the text to support your claim.

Writing Prompt 2 (Argumentative): Compare and contrast the firsthand descriptions of Phineas’s condition in “Passage of an Iron Rod Through the Head” to “‘Horrible Accident’ in Vermont.” Argue which doctor’s description (Harlow’s or Fleischman’s) does a better job of convincing the reader that “Phineas should have been dead long before this.” Use evidence from both texts to support your claim.



Lesson 3

Microscopic Invaders



Overview

Little did Phineas Gage know at the time—and he'd still probably forego it if he could—but his gruesome head injury would become a test case for a number of scientific theories of his day and ours. Phineas's story is a vehicle to learn about many aspects of brain science and other fascinating scientific developments. In Lesson 3, students will use the Phineas Gage narrative to propel their learning about the history of science and the rise of microbiology.

Students launch their inquiry by examining everyday circumstances—a rotten piece of food, a dirty doorknob, a sick friend—that they intuitively know could bring them harm. After activating their prior understanding of infection and its risks, they dive into the rich history of how we came to know about the microscopic invaders all around us.

Students use the text to place the major developments in microbiology on a timeline. They use this timeline to consider why it took so long for scientists to figure out infection and its causes.

Then, students turn to the text once again to deepen their understanding of infection, its causes and symptoms, and its remedies. Students record their initial understandings, then turn to a partner to share ideas and evidence, building on each others' ideas and expressing their own clearly. Students practice acknowledging new information their classmates share and think about whether these points caused them to change their own views as they revise their initial responses.

Lesson 3 continues to develop students' capacities in reading for scientific knowledge while applying their deepening understandings to Phineas Gage's story. In subsequent lessons, they will use this Mazur-driven peer discussion approach to expand their understanding of brain science.

Lesson at a Glance

ACTIVITY	Vocabulary Activities (5 min)	 VOCABULARY
1	Discuss: Protecting Your Health (5 min) Students consider the impact of microscopic forms of life on their everyday routines and choices.	 GROUP
3	Read: Discovering Microscopic Life (15 min) Students collect information about the history of science in order to understand the limits of medical knowledge at the time of Phineas's accident.	 READING
4	Use the Text as Referee: What Is an Infection? (12 min) Students exchange information about the causes, prevention, and treatment of infection and modify their views based on their discussion.	 READING
5	Discuss: Protecting Phineas (8 min) Students apply their new understanding of infection to determine what doctors could have done differently to protect Phineas's health.	 GROUP
6	Wrap-Up (5 min) Students select the scientific advancement that most benefited human health.	 GROUP



7

Exit Ticket (5 min)

Students determine the relationship between key scientific advancements.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Exit Ticket

In Activity 7, students determine the relationship between key scientific advancements.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Rotten tomato

Dirty doorknob

Sneeze

Exit Ticket Projection

**CCSS.ELA-LITERACY.RI.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 3, Read: Discovering Microscopic Life

Assign students to the level of support that matches their needs.

◆ Core

Students collect information about the history of science in order to understand the limits of medical knowledge at the time of Phineas's accident.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity directs students to specific places in the text and provides a choice matrix to help students understand the limits of medical knowledge at the time of Phineas's accident.

+Activity 4, Use the Text as Referee: What Is an Infection?

If students are having difficulty breaking down the information about infections presented in paragraph 25, you may want to discuss the paragraph as a group, summarizing or drawing visuals for each concept.

For your ELL students, you may need to explain the term “symptom.”

Assign students to the level of support that matches their needs.

◆ Core

Students develop their understanding of the causes, prevention, and treatment of infection based on the text.

**■ ● Substantial, ELL (Dev)**

This alternate activity reduces the amount of text and provides sentence starters to help students develop their understanding of the causes, prevention, and treatment of infection based on the text.

■ ► Moderate, Light

This alternate activity provides sentence starters to help students develop their understanding of the causes, prevention, and treatment of infection based on the text.

+Activity 5, Discuss: Protecting Phineas

Assign students to the level of support that matches their needs.

◆ Core

Students apply their new understanding of infection to help doctors protect Phineas's health.

■ Substantial

This alternate activity reduces the amount of text to a pair of specific quotes from the text to help students apply their new understanding of infection to help doctors protect Phineas's health.

● ■ ELL (Dev), Moderate

This alternate activity provides quotes from the text to help students apply their new understanding of infection to help doctors protect Phineas's health.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activities

V

Vocabulary Activities





2

GROUP

Discuss: Protecting Your
Health

Discuss: Protecting Your Health



Students consider the impact of microscopic forms of life on their everyday routines and choices.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

For each item, students may respond that they would or would not eat the vegetable / wash their hands / hug the sick friend.

Ask deeper questions to elicit their reflections on the risks involved in each.



What could happen to you if you did or did not do any of these?



What risks are there in each case?



What can you do to lower the risks?



3

READING

Read: Discovering
Microscopic Life



Read: Discovering Microscopic Life



Students collect information about the history of science in order to understand the limits of medical knowledge at the time of Phineas's accident.

Card 1 Instructional Guide

Cards 1-2: Students gather facts about the development of microbiology.

Card 3: Students distinguish between what scientists did and did not understand about microbiology at the time of Phineas's accident.

1. Introduce Activity - **WHOLE CLASS**
2. Activity on Card - **INDIVIDUAL**
3. Discuss Responses - **WHOLE CLASS**



4

READING

Use the Text as Referee:
What Is an Infection?

Use the Text as Referee: What Is an Infection?



Students exchange information about the causes, prevention, and treatment of infection and modify their views based on their discussion.

Card 1 Instructional Guide

Card 1: Students log their ideas about the causes, prevention, and treatment of infection.

Card 2: Students discuss their ideas with a partner and share their evidence.

Card 3: Students revise their ideas about the causes, prevention, and treatment of infection.

1. Introduce Activity - *WHOLE CLASS*



Based on our discussion at the beginning of class, you all know something about infections. Let's see how much more we can learn about the science of infections through this passage.



Sometimes when you examine a text with a partner, you discover information you didn't notice on your own. Based on your discussion during this activity, you might just change your views about infection.

2. Activity on Card - *INDIVIDUAL*



5

GROUP

Discuss: Protecting
Phineas



Discuss: Protecting Phineas



Students apply their new understanding of infection to determine what doctors could have done differently to protect Phineas's health.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



How many of you learned something new about infections or the history of science?



Now, let's apply our understanding of infections to figure out what Phineas's doctors could have done better to protect his health.

2. Activity on Card - *INDIVIDUAL*

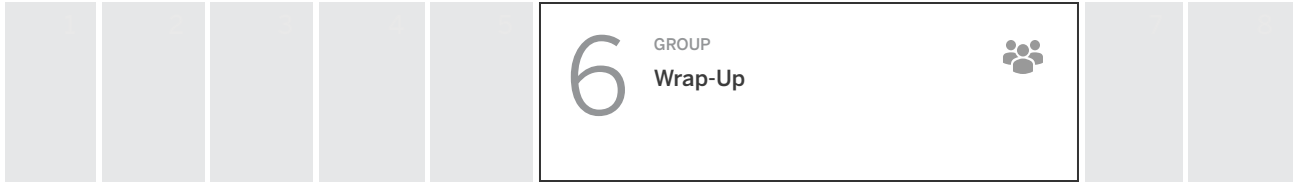
3. Discuss Responses - *WHOLE CLASS*

Elicit student responses to the prompt, and record their ideas on the board.



Out of all the suggested pieces of advice we've collected, which three are most important?

Have students rank or vote for suggestions. Ask them to provide evidence from the text to support their ideas.



Wrap-Up

Students select the scientific advancement that most benefited human health.



Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

Encourage students to use the information they gathered on Card 1 of Activity 3 to help with their response.

2. Discuss Responses - *WHOLE CLASS*



What made each of these discoveries important?



Based on this reading, what did you learn about science and how it advances?



7

INDIVIDUAL
Exit Ticket

Exit Ticket



Students determine the relationship between key scientific advancements.

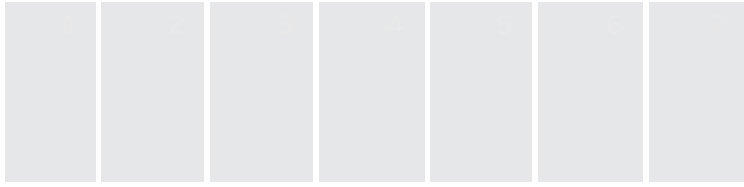
Card 1 Instructional Guide

Solutions

1.
 - B. The use of glass lenses to build a simple microscope
 - D. The discovery of microscopic "cells"
 - A. The discovery of "animalcules" (bacteria)
 - C. The theory that bacteria can cause illness and death
 - E. Techniques to sterilize or clean objects to kill harmful bacteria

2. Possible response:

It probably took scientists a long time to make the connection between bacteria and illness because there were so many smaller discoveries that needed to be made before they could realize that connection, and each discovery needed a specific type of technology to be developed and many different experiments to be performed.



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the next passage from *Phineas Gage: A Gruesome but True Story About Brain Science*.
2. Answer the questions.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



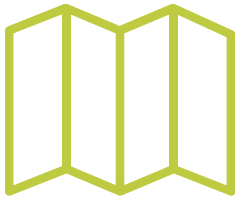
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the passage from " 'Horrible Accident' in Vermont."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



Lesson 4

Something Odd About Phineas



Overview

Phineas Gage has survived against all odds. After a difficult few weeks following his accident, he is ready to leave the care of Dr. Harlow and set out on his own once again. His body has fought off infection and regained strength. The author reports that Harlow finds Phineas "fully recovered from his wounds." Yet, there is something not quite right about Phineas.

In Lesson 4, students gather information from the reading in order to evaluate the claim that Phineas has recovered from his injuries. Students will take note of the specific symptoms that Phineas is presenting and categorize those symptoms as either physical or psychological. This exercise will help the students connect with some of the most important conclusions to be drawn from Phineas's story both in this lesson and beyond.

After identifying and categorizing Phineas's symptoms, students speculate about the specific causes of those symptoms. The text has not yet provided some of the key scientific details that students will need to make reliable guesses, but the aim of this lesson is to activate their engagement with this vital problem and to propel their quest for the specific details that can help them solve it in the coming lessons.

Lesson at a Glance

ACTIVITY	Vocabulary Activity	 VOCABULARY
1	Read: A New Life (12 min) Students read to determine Phineas's condition after his initial treatment.	 READING
3	Select Text: Phineas's Symptoms (12 min) Students analyze Phineas's physical and psychological symptoms.	 READING
4	Write (10 min) Students write to evaluate the author's claim about the extent of Phineas's recovery.	 WRITING
5	Share: Writing (5 min) Students share their writing and have the opportunity to respond to a peer's writing.	 GROUP
6	Wrap-Up (5 min) Students rate Phineas's recovery and explain the evidence that confirmed or changed their views.	 GROUP



7

Exit Ticket (4 min)

Students evaluate Dr. Harlow's claims about Phineas's recovery.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

In Activity 1, prepare to project the vocabulary video found in Teacher Materials.

Exit Ticket

In Activity 7, students evaluate Dr. Harlow's claims about Phineas's recovery.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.W.7.9.B

Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Vocabulary Video for Enable

Phineas Gage: A Gruesome but True Story About Brain Science
2 - What We Thought About How We Thought

Exit Ticket Projection

**CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Read: A New Life

If you have a significant number of ELLs or students who are having difficulty reading or understanding this text, you may want to review the three quotes on Card 3 as a class to facilitate comprehension.

You may choose to have students work in pairs or in small groups for this activity.

For the benefit of your ELLs, you may need to explain terms from the text such as "recover," "refuse," "regain," "doubts," "mental state," "not his old self," "unreliable," "let go (from a job)" and "(physical/mental) condition." Also ensure that students understand the word "contradict" and that they recall the meaning of the word "symptom."

Assign students to the level of support that matches their needs.

◆ Core

Students read to determine Phineas's condition after his initial treatment.

■● Substantial, ELL (Dev)

This alternate activity provides choices for paraphrases to help students determine Phineas's condition after his initial treatment.

Activity 3, Select Text: Phineas's Symptoms

To help students who are having difficulty reading or understanding this text with comprehension, you may choose to assign students to work in pairs to highlight Phineas's physical and psychological symptoms in the text.

+Activity 4, Write

Assign students to the level of support that matches their needs.

Use the over-the-shoulder conference guides to support students' individual needs.



◆ Core

Students write to make a claim about the extent of Phineas's recovery.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Writing Prompt provides a list of symptoms for students to analyze and sentence starters to help students write to make a claim about the extent of Phineas's recovery.

► Light

This alternate Writing Prompt provides sentence starters to help students write to make a claim about the extent of Phineas's recovery.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activity

V

Vocabulary Activity

Card 1 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:

Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



Read: A New Life

Students read to determine Phineas's condition after his initial treatment.



Card 1 Instructional Guide

Card 1: Students track the sequence of events after Phineas's accident and initial treatment.

Card 2: Students evaluate Phineas's condition at the end of his initial treatment.

Card 3: Students rephrase some of Dr. Harlow's personal notes about Phineas's case.

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*



3

READING

Select Text: Phineas's
Symptoms



Select Text: Phineas's Symptoms



Students analyze Phineas's physical and psychological symptoms.

Card 1 Instructional Guide

Card 1: Students locate and classify evidence about the physical and psychological effects of Phineas's injury.

Card 2: Students consider whether the injury had a greater physical or psychological impact.

1. Introduce Activity - *WHOLE CLASS*



Dr. Harlow says that Phineas is fully recovered from his wounds. But what does Dr. Harlow mean? Does he really believe it? Let's take a closer look at the evidence to find out.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. Blue Highlights = Phineas is better:

Paragraph 29

"Dr. Harlow declares Phineas fully recovered from his wounds." (1)

"he can walk short distances. He can count, feed and dress himself and sing. He can speak clearly and make sense of what he hears." (3–5)



Paragraph 31

"Phineas has come...to reclaim his old job" (3)

"Phineas has a huge scar on his forehead and a small scar under his cheekbone, but otherwise he is physically healed." (5)

2. Red Highlights = Phineas is not better:

Paragraph 29

"Phineas is very weak" (3)

"Yet there is something odd about the 'recovered' Phineas." (6)

"Dr. Harlow tells himself that a man who was so badly hurt is going to need time to regain his full powers." (10)

Paragraph 31

"His left eye looks intact, but the vision has gradually faded away." (4)

"Phineas is just not his old self." (7)

Paragraph 32

"The new Phineas is unreliable and, at times, downright nasty." (2)

"He insults old workmates and friends." (3)

"He spouts vulgar language in the presence of women." (4)

"He changes his mind and his orders from minute to minute." (5)

Paragraph 33

"He is fitful, irreverent, indulging at times in the grossest profanity (which was not previously his custom), manifesting but little deference for his fellows, impatient of restraint or advice when it conflicts with his desires." (2)

"Phineas is like a small child." (4)

3.

Phineas is very weak.

He has a scar on his forehead.

He has lost vision in his left eye.

4.

Phineas is unreliable.

He treats others rudely.

He uses bad language frequently.

He changes his mind constantly.

WRITING PROMPT:

Reread the passage.



1. Highlight evidence that Phineas is better in blue.
2. Highlight evidence that Phineas is not better in red.

Card 2 Instructional Guide

Card 1: Students locate and classify evidence about the physical and psychological effects of Phineas's injury.

Card 2: Students consider whether the injury had a greater physical or psychological impact.

Project and Discuss Poll Results - *WHOLE CLASS*

Ask students to share their thinking.

Solutions

1. Sample Responses: I believe that Phineas's brain was impacted more than his body. His body is mostly healed. However, he has lost the ability to interact with other people as he used to. Even though he can still take care of himself on a daily basis, speak, and even sing, his biggest problems are related to his mind. / I believe Phineas's body may have been impacted more. It may be that he is irritable or uncomfortable because of his physical injury. He may be acting out because of his suffering.



4

WRITING
Write

Write



Students write to evaluate the author's claim about the extent of Phineas's recovery.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Think about the places in the text that describe Phineas's remaining symptoms.



Raise your hand if...

- you think that Phineas still has serious physical problems.
- you think that Phineas is suffering from psychological problems.
- you think that the worst problems lay ahead for Phineas.
- you think that Phineas's remaining symptoms will eventually get worked out.



LIGHT

WRITING PROMPT:

The author writes in paragraph 29 that "Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds." What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?

Choose one or two of these sentence starters to help you get started writing.



- The evidence that points to Phineas's full recovery includes _____.
- The evidence that suggests Phineas is not recovered includes _____.
- While there is evidence to support either claim, the claim that Phineas (has/has not recovered) is more compelling because _____.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

The author writes in paragraph 29 that "Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds." What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?

Choose one or two of these sentence starters to help you get started writing.

- Two examples of how Phineas has recovered are _____ and _____.
- Two examples of how Phineas has not recovered are _____ and _____.
- I believe that Phineas (has/has not recovered) because _____.



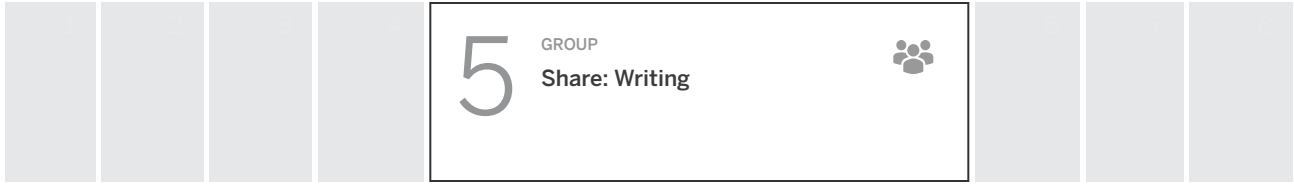
CORE



CHALLENGE

WRITING PROMPT:

The author writes in paragraph 29 that "Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds." What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

The author writes in paragraph 29 that "Ten weeks after the accident, Dr. Harlow declares Phineas fully recovered from his wounds." What evidence from the text could be used to argue for and against the claim that Phineas is fully recovered?



6

GROUP
Wrap-Up



Wrap-Up

Students rate Phineas's recovery and explain the evidence that confirmed or changed their views.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



You have had a chance to write about Phineas's recovery, and you have also heard your classmates' claims and evidence. Has your view been confirmed, or have you changed your mind?

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Project poll results. Ask students to share their thinking.



What did you hear that confirmed your view?



What did you hear that changed your mind?

7

INDIVIDUAL
Exit Ticket



Exit Ticket



Students evaluate Dr. Harlow's claims about Phineas's recovery.

Card 1 Instructional Guide

Solutions

Correct Response
D. Yet Dr. Harlow has private doubts about Phineas's mental state. Phineas is just not his old self.



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● ELL DEV

■ MODERATE

▲ LIGHT

◆ CORE

◆ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the next passage from *Phineas Gage: A Gruesome but True Story About Brain Science*.
2. Answer the questions.

● ELL DEV

■ MODERATE

▲ SUBSTANTIAL

WRITING PROMPT:

Read the passage: "What We Thought About How We Thought."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text you highlighted.



 **LIGHT**  **CORE**  **CHALLENGE**

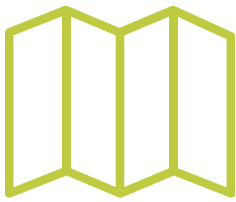
WRITING PROMPT:

Read the passage: "What We Thought About How We Thought."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text you highlighted.





Lesson 5

Diagnosing Phineas



Overview

In Lesson 5, students pull together the various strands presented in the narrative of Phineas Gage to answer an important medical mystery: Which part of Phineas's brain was injured?

In order to answer this question, students first must map the different parts of the brain. Next, they read to determine the names of the parts of the brain and the functions of each. Then, they return to earlier passages in Fleischman's narrative to recollect important details: Where did the tamping iron enter and leave Phineas's skull, and what symptoms did he show after his injury?

Equipped with this knowledge, students turn to the question: Which part of Phineas's brain was injured? Using the peer-instruction method they have been practicing throughout the unit, students compose their initial response and log their supporting evidence. They try to convince their partner of their views, then return to their original response to log the evidence that either reaffirmed their views or caused them to change their minds.

At the end of the lesson, students analyze the impact Phineas's case has had on ideas for brain scientists. This reflection provides students the opportunity to recognize the remarkable progress that science has made since Phineas's time and the benefits gained from unfortunate situations like his.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	V VOCABULARY
1		
2	Work Visually: Parts of the Brain (10 min) Students map the regions of the brain and determine how the development of brain mapping has helped doctors diagnose problems.	 CLASS
3	Work Visually: Parts of the Cortex (10 min) Students use a map of the cerebral cortex to consider possible brain disorders and analyze how doctors could have used a brain map in Phineas's case.	 CLASS
4	Read: Collecting the Evidence (6 min) Students review the details of Phineas's injury and his symptoms in order to determine the specific location of his brain injury.	 READING
5	Use the Text as Referee: Where Was He Hurt? (10 min) Students develop a theory about the specific part of Phineas's brain that was injured.	 READING
6	Wrap-Up (6 min) Students discuss their choices and explain Phineas's symptoms.	 CLASS



7

Exit Ticket (4 min)

Students consider the importance of injuries like Phineas's to the development of brain science.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

No additional prep required.

Exit Ticket

In Activity 7, students consider the importance of injuries like Phineas's to the development of brain science.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
2 - What We Thought About How We Thought

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

The Lobes of the Cerebral Cortex
1 - The Lobes of the Cerebral Cortex

Phineas Brain

Phineas Brain - Cortex

Exit Ticket Projection



Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Work Visually: Parts of the Brain

If students are having difficulty understanding the functions of the brain parts, you may want to read this content as a class and complete mapping the functions as a group. As you discuss each brain part, you may also point out the various ways that definitions can be structured in non-fiction text.

Assign students to the level of support that matches their needs.

◆ Core

Students read to map the parts of the brain.

■ Substantial

This alternate activity provides a highlighted text and matching activity to help students map the parts of the brain.

● ■ ELL (Dev), Moderate

This alternate activity provides a highlighted text to help students map the parts of the brain.

+Activity 3, Work Visually: Parts of the Cerebral Cortex

Assign students to the level of support that matches their needs.

◆ Core

Students read to map the parts of the cerebral cortex.

■ Substantial

This alternate activity provides a highlighted text and matching activity to help students map the parts of the cerebral cortex.

● ■ ELL (Dev), Moderate

This alternate activity provides a highlighted text to help students map the parts of the cerebral cortex.

+Activity 8, Solo

Assign students to the level of support that matches their needs.



◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activities

V

Vocabulary Activities



2

CLASS

Work Visually: Parts of the
Brain

Work Visually: Parts of the Brain



Students map the regions of the brain and determine how the development of brain mapping has helped doctors diagnose problems.

Card 1 Instructional Guide

Card 1: Students read to identify the different parts of the brain.

Card 2: Students visually map the parts of the brain.

Card 3: Students apply their understanding of the parts of the brain and the related functions.

1. Introduce Activity - *WHOLE CLASS*

2. Activities on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are highlighting the parts of the brain and indicating the function for each.



Great. You've found the terms and you're reading the text around each term to determine the function of that part of the brain.

NEEDS SUPPORT

Students who can't find the terms.



You can't find "brain stem" in the text? Look at the spelling of the term and then scan the text for it. I bet the word "brain" appears in the text quite a bit, so you might look just for "stem." Move your eyes or finger across each line of text to look for it. There it is. Now read to find out about the function.

NEEDS SUPPORT



Students who have found a term but can't describe its function.



I see where you've highlighted "corpus" in the text and now you need to determine its function. It says the corpus is the "switchboard" between the two halves, and you're wondering what a switchboard does. Often definitions or explanations follow the introduction of a term, but in this instance, you may also find it helpful to read the sentences before the introduction of the term, too.



3

CLASS

Work Visually: Parts of the
Cortex

Work Visually: Parts of the Cortex



Students use a map of the cerebral cortex to consider possible brain disorders and analyze how doctors could have used a brain map in Phineas's case.

Card 1 Instructional Guide

Card 1: Students identify the different parts of the cortex.

Card 2: Students visually map the parts of the cortex.

Card 3: Students apply their understanding of the parts of the cortex and their functions.

1. Listen to Audio of Text - **WHOLE CLASS**

2. Activities on Card - **INDIVIDUAL**

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Directions

You've studied the relationships between the parts of the brain and certain behaviors. Now apply that knowledge to predict what would happen in each case if the lobes of the cerebral cortex were damaged.



4

READING

Read: Collecting the
Evidence



Read: Collecting the Evidence



Students review the details of Phineas's injury and his symptoms in order to determine the specific location of his brain injury.

Card 1 Instructional Guide

Card 1: Students return to the text to determine the entry and exit points of the tamping iron.

Card 2: Students return to the text to list Phineas's remaining symptoms.

1. Introduce Activity - *WHOLE CLASS*

2. Activities on Card - *INDIVIDUAL*

Ask students to demonstrate their understanding of Phineas's injury by having them point to the approximate location of the entry and exit points on their own heads.

Solutions

1. E
2. B

Card 2 Instructional Guide

Card 1: Students return to the text to determine the entry and exit points of the tamping iron.

Card 2: Students return to the text to list Phineas's remaining symptoms.

**1. Introduce Activity - *WHOLE CLASS***

?Ask students to make a list of Phineas's symptoms after the accident. ?

2. Activities on Card - *INDIVIDUAL*

Solutions

Weak
Can walk short distances
Can count
Can feed and dress himself
Can sing
Can speak clearly
Can understand what he hears
Can't figure out that \$1,000 is worth more than pebbles
Lost vision in his left eye
Has become unreliable
Insults people
Changes his mind frequently



5

READING

Use the Text as Referee:
Where Was He Hurt?



Use the Text as Referee: Where Was He Hurt?



Students develop a theory about the specific part of Phineas's brain that was injured.

Card 1 Instructional Guide

Card 1: Students log their theories about which part of Phineas's brain was injured.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about which part of Phineas's brain was injured.

1. Introduce Activity - *WHOLE CLASS*



You have examined the evidence in Phineas's case, including the location of his injury and the symptoms that remain. You have also mapped the important parts of the brain.



Now you are ready to apply your knowledge and solve an important problem. Use all the information from this lesson—the brain maps, the entry and exit locations, the list of symptoms, and the text—to help you.

2. Activity on Card - *INDIVIDUAL*

Card 2 Instructional Guide

Card 1: Students log their theories about which part of Phineas's brain was injured.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about which part of Phineas's brain was injured.

**1. Introduce Activity - *WHOLE CLASS***

For this activity, pairs of students should have different answers to the question: “What specific part of Phineas’s brain was injured?” Organize the class so that the pairs of students do not agree.

2. Activity on Card - *PAIRS*

Card 3 Instructional Guide

Card 1: Students log their theories about which part of Phineas’s brain was injured.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about which part of Phineas’s brain was injured.

1. Activity on Card - *INDIVIDUAL***2. Share and Discuss Answers - *WHOLE CLASS***

?Have students explain their answers.?? Notice if the partner work has led any student to change his or her mind.



If you changed your answer as a result of your discussion, tell us what you heard or read that made you change your mind.



6

CLASS
Wrap-Up



Wrap-Up

Students discuss their choices and explain Phineas's symptoms.



Card 1 Instructional Guide

1. Introduce Activity - **WHOLE CLASS**

2. Activities on Card - **INDIVIDUAL**

3. Discuss Responses - **WHOLE CLASS**

Project the poll results. Allow student pairs to share their ideas and evidence. Ask for a show of hands to see if any student changed his or her mind based on the whole group feedback.



What evidence caused you to make the choice that you did?

7

INDIVIDUAL
Exit Ticket



Exit Ticket



Students consider the importance of injuries like Phineas's to the development of brain science.

Card 1 Instructional Guide

Solutions

C. The scientists could observe Phineas's injury and his behaviors to figure out the locations



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

ELL DEV **MODERATE** **LIGHT** **CORE** **CHALLENGE**

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the next passage from *Phineas Gage: A Gruesome but True Story About Brain Science*.
2. Answer the questions.

ELL DEV **MODERATE** **SUBSTANTIAL**

WRITING PROMPT:

Read the passage from "What We Thought About How We Thought."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



 **LIGHT**  **CORE**  **CHALLENGE**

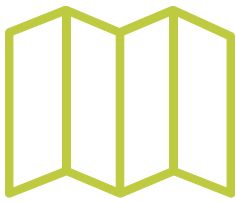
WRITING PROMPT:

Read the passage from "What We Thought About How We Thought."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.





Lesson 6

Flex Day 1



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, develop reading fluency, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

- **Grammar Practice**

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

- **Fluency: Rate**

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

- **Fluency: Expression**

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

- **Revision Assignment**

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

- **Close Reading and Discussion**

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

- **Write: Analyze One Text**

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

- **Write: Connect Two Texts**

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1**2****Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING

7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	 WRITING
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	 WRITING
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	 READING
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	 READING
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).	 READING
12	Solo Students have time for independent reading. Let them know that this activity is not optional.	 INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



WORDS TO USE

- Drastically
- Persistent
- Subsequent
- Generates
- Dissecting
- Specialize
- Warrant
- Whereas



MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Grammar

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

**CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

**CCSS.ELA-LITERACY.W.7.1.A**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1 VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

INDIVIDUAL

Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

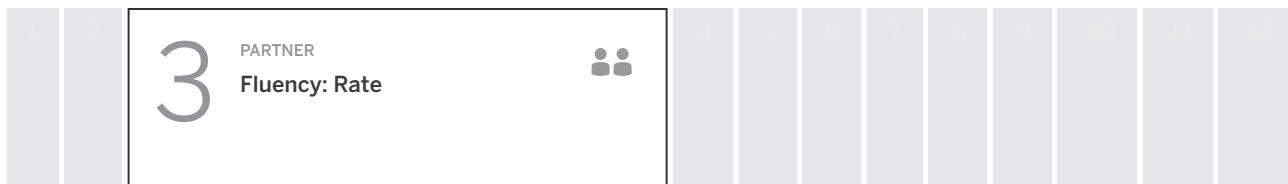
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

**Activities on Card - PAIRS**

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:**3rd Reading**

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.



Card 3 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.
2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING

Close Reading and
Discussion

Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.

Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Phineas Gage: A Gruesome but True Story About Brain Science* click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

- Card 1: Students respond to a Writing Prompt about a single text.
- Card 2: The core text is available here if students are writing about it.**



8

WRITING

Write: Connect Two Texts



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.

**Connect Two Texts**

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Phineas Gage: A Gruesome but True Story About Brain Science*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure

Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS* (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:



Directions

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under "Original Text."
3. Paraphrase the passage under "Paraphrase 1."
4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



12

INDIVIDUAL
Solo

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

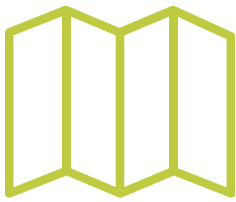
Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that if you like.
3. Fill in your answers, at right, and hand them in.





Lesson 7

Whole Brainers vs. Localizers



Overview

Phineas's story remains popular today because it is a shocking tale of survival and because it reveals interesting details about human nature. But his story is memorable in the history of science because it helped resolve an early brain science debate: the debate between the Whole Brainers and the Localizers/Phrenologists.

Whole Brainers were scientists who believed that brain functions were distributed to different brain regions. If one part was damaged, the other parts of the brain could compensate. The Localizers/Phrenologists believed that the brain was comprised of a number of "organs," each of which played a specific role. If one of those organs was damaged, the related brain function would be impaired.

Which of those two theories does Phineas's case best support? That is the work of Lesson 7. Students read to determine the beliefs of the two schools of thought described above. Then, they model these two competing theories using a bathing cap or other drawing resource.

Students return to the text to sketch a revised, contemporary version of the map of the brain and then compare it with a modern-day brain scan that shows brain activity during the act of reading. Lastly, students examine how the author establishes the claims of both sides of the brain debate and how he substantiates their ideas with historical evidence.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	 VOCABULARY
1		
2	Select Text: Compare Brain Theories (15 min) Students collect details about two competing brain theories.	 READING
3	Work Visually: Two Versions of Your Brain (12 min) Students draw a visual representation of both brain theories to develop their understanding of each theory.	 PARTNER
4	Use the Text as Referee: Brain Science Today (10 min) Students develop theories about the contemporary model of the brain.	 PARTNER
5	Work Visually: Today's Model of the Brain (10 min) Students develop and discuss a model of today's brain theory based on their readings.	 INDIVIDUAL
6	Wrap-Up (5 min) Students use evidence from the text to determine which of the two schools of thought the author supported most.	 CLASS



7

Exit Ticket (4 min)

Students examine the claims of the Whole Brainers and the Localizers/Phrenologists and determine the validity of the claims based on their reading.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

1. Either purchase bathing caps (you can find \$1 bathing caps on the Internet) for each student in your class, or print out the paper template for students to draw on.
2. Pass out two markers (in two different colors) to every student. If students are drawing on the bathing caps, use permanent markers.
3. Plan to put students in pairs for part of this lesson.
4. This lesson may go long due to the drawing activities. You may need to plan more than one class period to complete all activities.

Exit Ticket

In Activity 7, students examine the claims of the Whole Brainers and the Localizers/Phrenologists and determine the validity of the claims based on their reading.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



MATERIALS

Blank Bathing Cap Activity

Bathing Cap Activity Example 1

Bathing Cap Activity Example 2

Phineas Gage: A Gruesome but True Story About Brain Science
2 - What We Thought About How We Thought

Phineas Gage: A Gruesome but True Story About Brain Science
3 - Following Phineas Gage

How Brains Read

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2

**CCSS.ELA-Literacy.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Compare Brain Theories

If you have a significant number of ELL students or students who are having difficulty reading or understanding the text, you may want to discuss the main theories of the Whole Brainers and the Localizers/Phrenologists as a class to facilitate comprehension.

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

Use the over-the-shoulder conference guides to support students' individual needs.

Assign students to the level of support that matches their needs.

◆ Core

Students collect details about two competing brain theories.

**■ ● ■ Substantial, ELL (Dev), Moderate**

This alternate activity directs students to focus on specific paragraphs to help them collect details about the two competing brain theories.

Activity 3, Work Visually: Two Versions of Your Brain

If you have a significant number of ELL students in your class, you may want to define common character traits or allow students to translate traits from their home language.

Activity 4, Use the Text as Referee: Brain Science Today

If you have a significant number of ELL students or students who are having difficulty reading or understanding the text, you may want to discuss the sentences about how the brain is both localized and connected as a class to facilitate comprehension.

+Activity 5, Work Visually: Today's Model of the Brain

Assign students to the level of support that matches their needs.

◆ Core

Students develop and discuss a model of today's brain theory based on their readings.

■ ● ■ Substantial, (ELL) Dev, Moderate

This alternate activity provides sentence starters to help students discuss a model of today's brain theory based on their readings.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

READING

Select Text: Compare Brain
Theories

Select Text: Compare Brain Theories



Students collect details about two competing brain theories.

Card 1 Instructional Guide

Card 1: Students select the key details about the theories of the Whole Brainers and Localizers/Phrenologists.

Cards 2-3: Students compare and contrast the theories with a partner.

1. Play Audio - **WHOLE CLASS**
2. Activity on Card - **INDIVIDUAL**
3. Discuss Responses - **WHOLE CLASS**



On-The-Fly Support

ON TRACK

Students who are highlighting evidence that explains one of the two brain theories.



I see you've found some evidence. Which brain theory is this about? Great! How did you find this information? I can see how scanning for the name of the theory would help.

NEEDS SUPPORT

Students who can't locate each brain theory.



Have you tried scanning the paragraphs to find the theory that you want to highlight? Scan for the term "Whole Brainers." Great! You've found the term. Now read the sentences before and after that term to find information about the theory.

NEEDS SUPPORT



Students are not sure which details to highlight.



I know some of the vocabulary and concepts in this passage are unfamiliar. First, look for verbs, such as “think,” “believe,” and “reason.” Those words tell us that the author is discussing the beliefs behind the two theories. Highlight those details first.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Directions

1. Listen to the passage.
2. Highlight the details about the Whole Brainers in paragraphs 18 and 19 in yellow.
3. Highlight the details about the Localizers/Phrenologists in paragraphs 20 and 24 in green.



LIGHT



CORE



CHALLENGE

WRITING PROMPT:

Directions

1. Listen to the passage.
2. Highlight details about the Whole Brainers in yellow.
3. Highlight details about the Localizers/Phrenologists in green.



3

PARTNER

Work Visually: Two
Versions of Your Brain

Work Visually: Two Versions of Your Brain



Students draw a visual representation of both brain theories to develop their understanding of each theory.

Card 1 Instructional Guide

Card 1: Students prepare to draw their brain models.

Card 2: Students draw models based on the Whole Brainer and the Localizer/Phrenologist theories and discuss.

1. Introduce Activity - *WHOLE CLASS*

Have students name and list common character traits and write these on the board or chart paper.

If students are struggling to name character traits you may choose to add some of these examples to the chart.

Card 2 Instructional Guide

Card 1: Students prepare to draw their brain models.

Card 2: Students draw models based on the Whole Brainer and the Localizer/Phrenologist theories and discuss.

1. Prepare for Activity - *WHOLE CLASS*



The text gives us some of the details of these two competing brain theories. But what would each theory look like if it was turned into a brain map?



2. Activity on Card - *INDIVIDUAL*

3. Discuss Drawings - *WHOLE CLASS*

Select 3 or 4 students who would like to put on their bathing caps and show their drawings. Remind students to reference the text to support the choices they made in depicting each model.

WRITING PROMPT:

How would the Localizers/Phrenologists picture the structure of the brain? How would the Whole Brainers picture the structure of the brain? Draw two versions of your brain: one for a Localizer/Phrenologist, and one for a Whole Brainer.

1. Draw a line down the middle of your bathing cap or paper brain.
2. On one side, draw a brain that shows how the Localizers/Phrenologists would represent your character traits. Use information from the text to help you.
3. On the other side, draw a brain that shows how the Whole Brainers would represent your character traits. Use information from the text to help you.



4

PARTNER

Use the Text as Referee:
Brain Science Today

Use the Text as Referee: Brain Science Today



Students develop theories about the contemporary model of the brain.

Card 1 Instructional Guide

Card 1: Students log their theories about the contemporary model of the brain.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about the contemporary model of the brain.

1. Introduce Activity - *WHOLE CLASS*



Both the Localizers/Phrenologists and the Whole Brainers thought Phineas would prove their theories. Who thinks that the Whole Brainers are mostly right? Who thinks that the Localizers/Phrenologists are mostly right?



The evidence that you'll be working with now, "The human brain, it turns out, is both localized and interconnected," appears in the middle of the paragraph 27. We get used to a central idea appearing at the beginning of a paragraph, but paragraphs can be structured in different ways. Here, the author presents the reasons first and the central idea after the reasons. So you'll need to read what's included before the statement, not just what comes after, to find the details that support the statement.

2. Activity on Card - *INDIVIDUAL*

Card 2 Instructional Guide

Card 1: Students log their theories about the contemporary model of the brain.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about the contemporary model of the brain.

Activity on Card - *PAIRS*



Card 3 Instructional Guide

Card 1: Students log their theories about the contemporary model of the brain.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about the contemporary model of the brain.

1. Activity on Card - *INDIVIDUAL*

2. Share and Discuss Answers - *WHOLE CLASS*

Have students explain their answers.

Notice if the partner work has led any student to change his or her mind.



If you changed your answer as a result of your discussion, tell us what you heard or read that made you change your mind.

5

INDIVIDUAL

Work Visually: Today's Model of the Brain



Work Visually: Today's Model of the Brain



Students develop and discuss a model of today's brain theory based on their readings.

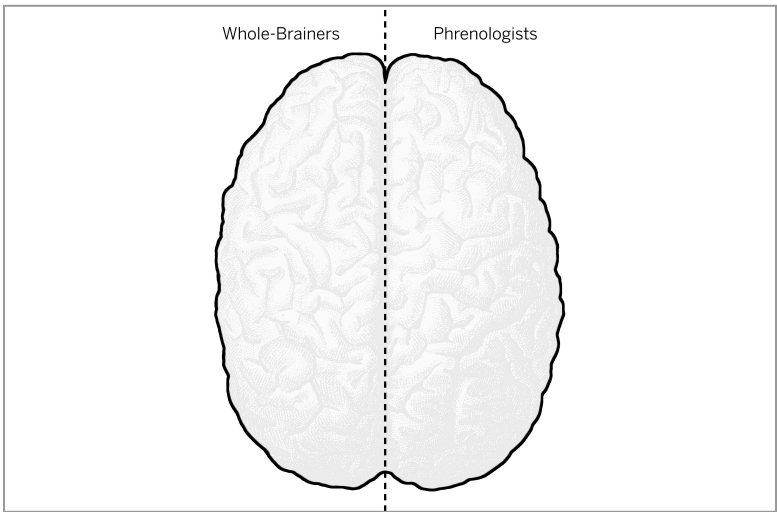
Card 1 Instructional Guide

- Card 1:** *Students draw a modern model of the brain based on their reading of the text.*
- Card 2: Students examine a modern-day brain scan showing areas of the brain used in reading activities.

1. Introduce Activity - *WHOLE CLASS*

Students can complete the brain mapping activity individually or in pairs. Students should do a quick sketch, not more than 3 minutes.

Distribute the blank brain maps to each student or pair of students.





2. Activity on Card - *INDIVIDUAL*

3. Discuss Drawings - *WHOLE CLASS*

Select 3 or 4 students to bring their sketches to the front of the class. Remind students to reference the text to support the choices they made in depicting their models.



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Based on the description in the text and your discussion with your partner, what do you think a model of the brain should look like today? On a piece of paper, sketch a simple model of what happens in the brain when you "recognize letters in a book or faces in a crowd."



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Discuss:

What does this image show? How can you connect the description of brain function in the text to this image of the brain? How does your drawing compare with this image?



LIGHT



CORE



CHALLENGE

WRITING PROMPT:

Discuss:

What does this image show? How can you connect the description of brain function in the text to this image of the brain? How does your drawing compare with this image?



6

CLASS
Wrap-Up

Wrap-Up



Students use evidence from the text to determine which of the two schools of thought the author supported most.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Each of these schools of thought could have used Phineas's case to support their views. What evidence could each have used to support their arguments about the brain?



Does the author support one of these arguments more than the other? What evidence does he provide in support of one or both schools of thought?

2. Activity on Card - *INDIVIDUAL*

3. Project Poll Results and Discuss Responses - *WHOLE CLASS*



What makes you think the author supports the theory you chose? (Whole brainers point out that Phineas definitely would have died if certain brain functions were only controlled by specific areas in the brain, instead of being shared by several areas. He wouldn't have been able to survive with a part of his brain destroyed; Localizers say that Phineas's personality was changed so they are correct. The part of his brain that was destroyed was not necessary to life, just personality.)



Exit Ticket



Students examine the claims of the Whole Brainers and the Localizers/Phrenologists and determine the validity of the claims based on their reading.

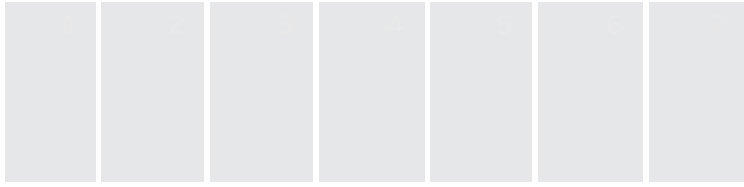
Card 1 Instructional Guide

Solutions

Correct Responses

1.
C. The Whole Brainers and the Localizers/Phrenologists were both right in some ways and wrong in others.
2.
The Whole Brainers
A. Different parts of the brain are connected with one another.

The Localizers/Phrenologists
B. Specific areas of the brain control specific functions.



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Read the passage from "Following Phineas Gage."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



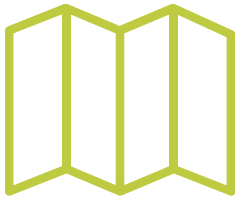
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the passage from "Following Phineas Gage."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



Lesson 8

The Life & Death of Phineas Gage



Overview

Phineas's story is gripping for a number of reasons. But would it be so interesting if the author provided only facts that he knew were 100% true? In Lesson 8, students explore the variety of information and the depth of description Fleischman provides, and look for text clues to figure out which pieces of information are most reliable.

Students begin by reading a passage about Phineas's life after he left Boston. According to one report, Phineas appeared for a time in a "freak show" run by the famous P. T. Barnum. Or did he? It turns out that the Barnum connection is reported by only a single source, some decades after Phineas's death. As students read through the accounts of the rest of Phineas's life, they will look for pieces of information that they think are most reliable and will consider the sources that Fleischman relies upon for his reports about Phineas.

In the next activity, students will look more closely at the text clues that the author offers. Students will focus on specific words and phrases that indicate whether an event or description is more or less reliable, and they will consider why an author might choose to include facts that may not be completely true.

The writing activity in Lesson 8 gives your students a chance to spread their narrative wings and to pretend to be Phineas Gage. Students choose one event from Phineas's life story that they think is most likely to have happened and write a description of that event from Phineas's point of view. After sharing, they evaluate the claims made in their own writing to see how reliable they think those claims are.

Finally, students consider how Fleischman's blend of reliable facts and interesting reports makes the narrative feel more informative and engaging.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	 VOCABULARY
1		
2	Select Text: Life After Boston (10 min) Students read to uncover details about Phineas's life after he left Boston.	 READING
3	Select Text: How Reliable? (10 min) Students determine the reliability of information that the author provides about Phineas.	 READING
4	Select Text: What Would Phineas Do? (8 min) Students evaluate the events reported in the text based on what they know of Phineas's life and personality.	 READING
5	Write: I Am Phineas Gage (10 min) Students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.	 WRITING
6	Share (5 min) Students share their writing and have the opportunity to respond to a peer's writing.	 GROUP



7

Wrap-Up (4 min)

Students discuss the ways in which narrative writing balances reliable facts with interesting details.

CLASS

8

Exit Ticket (4 min)

Students consider the reasons why an author would include a mix of reliable and less reliable details.

INDIVIDUAL

9

Solo (15 min)

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Exit Ticket

In Activity 8, students consider the reasons why an author would include a mix of reliable and less reliable details.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
3 - Following Phineas Gage

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Select Text: How Reliable?

You may want to assign ELL students to work together in pairs to highlight text in this activity.

If you choose to have students work in small groups for this activity, plan how you will group your students. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be grouped with students who are reading on or above grade level.

You may need to assist ELL students and other students with their understanding of some of the language used to describe the uncertainty around Phineas's whereabouts and his jobs. In the passage about P. T. Barnum, unfamiliar phrases might include: "when people repeat famous stories they have a tendency to improve them," "colorful description," and "spin a great yarn." In the passage about the stagecoach job, unfamiliar phrases might include: "the evidence fades out," "recall," and "Until Professor Macmillan turns up solid proof."

You may want to confirm that your students understand what kind of museum P. T. Barnum operated by defining for them terms such as "freak show," "hype," "humbug," "half-fake," "total fake," and "counterfeit." The term "freak show" is introduced at the end of paragraph 1, and is then explained in paragraph 2. Pointing out that vocabulary is often defined after it is introduced will assist students in understanding this and future terms.

+Activity 4, What Would Phineas Do?

Assign students to the level of support that matches their needs.

◆ Core

Students evaluate the events reported in the text based on what they know of Phineas's life and personality.

■● Substantial, ELL (Dev)

This alternate activity provides guiding questions to help students evaluate the events reported in the text based on what they know of Phineas's life and personality.

+Activity 5, Write: I Am Phineas Gage

Use the over-the-shoulder conference guides to support students' individual needs.

Ensure that students understand the meaning of the terms "fit" and "epileptic seizure."

Assign students to the level of support that matches their needs.



◆ Core

Students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.

■ ● Substantial, ELL (Dev)

This alternate activity provides step-by-step directions, guiding statements, and sentence starters to help students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.

■ ► Moderate, Light

This alternate activity provides explicit instructions and sentence starters to help students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

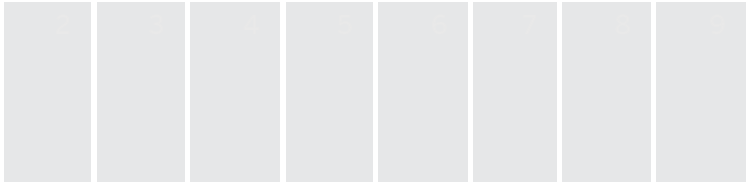


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

READING

Select Text: Life After
Boston

Select Text: Life After Boston

Students read to uncover details about Phineas's life after he left Boston.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



What do you think Phineas did with the rest of his life? Let's read more to find out.

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. What work did Phineas do?

- Worked for P. T. Barnum in his museum
- Worked in a horse stable for a year and a half
- Drove a stagecoach for nearly seven years
- Worked for a series of farmers but kept changing jobs

Where did he do it?

- New York City
- New Hampshire
- Chile
- Santa Clara, California

What is the source of this information?

- Alton Blackington & Dr. Harlow
- Hannah Gage (Phineas's mother)
- Hannah Gage (Phineas's mother)
- Hannah Gage (Phineas's mother)



3

READING

Select Text: How Reliable?



Select Text: How Reliable?



Students determine the reliability of information that the author provides about Phineas.

Card 1 Instructional Guide

Card 1: Students determine the reliability of the P. T. Barnum story.

Card 2: Students determine the reliability of the stagecoach story.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. "when people repeat famous stories they have a tendency to improve them" (1, 1)

2.

- "It is said that" (3, 2)
- "colorful description" (3, 3)
- "a century after Phineas's death" (3, 3)

3.

- "spins a great yarn" (4, 1)
- "Unfortunately, we don't know if all the details are true." (4, 2)



- "But that's as far as the details go, and Blackington's sources can't be found." (4, 4)
- "He can't find Phineas anywhere. As far as Professor Macmillan can determine, Dr. Harlow is the only reliable source. Dr. Harlow says that after Phineas leaves Boston in 1850 he gets information about his former patient only from Phineas's mother." (4, 7–9)

4. Responses will vary.

5. The author uses the phrase "a colorful description." This means that the story is interesting and entertaining, but it may not be totally true. He also uses the expression "spins a great yarn." This means that the person who told the story may be less interested in finding the truth and more interested in making things up.

Card 2 Instructional Guide

Card 1: Students determine the reliability of the P. T. Barnum story.

Card 2: Students determine the reliability of the stagecoach story.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Do you think the author believes every story and every detail that he relates?



Why do you think the author presents both reliable and unreliable accounts of Phineas's life?

Solutions

6.

- "His mother recalls only that Phineas talked about" (6, 2)
- "there is a small clue" (6, 4)
- "According to his mother, Phineas drives for nearly seven years" (8, 2)

7.



- "Here the evidence fades out for a time" (6, 1)
- "She doesn't recall the stranger's name." (6, 3)
- "Until Professor Macmillan turns up solid proof, we can't say for sure" (8, 1)
- "There is so much we would like to know but probably never will about Phineas's time in Chile." (8, 3–7)

8.

- "If we can't know any of this, we can catch a glimpse" (9, 1)
- "We know one other thing about Phineas in Chile" (10, 11)

9. Responses will vary.

10. The author says that "we can't say for sure." He is warning the reader that the information may not be reliable or that more evidence is needed.



4

READING

Select Text: What Would
Phineas Do?

Select Text: What Would Phineas Do?



Students evaluate the events reported in the text based on what they know of Phineas's life and personality.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



What was Phineas like after his accident? What kind of personality did he have?



What jobs would he be good at? What jobs would he no longer be good at?

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



5

WRITING

Write: I Am Phineas Gage



Write: I Am Phineas Gage



Students retell a portion of Phineas's story from his perspective using details that are reliable or interesting.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Does the author of this book, John Fleischman, tell us only things that he knows are 100% true? Why do you think he chooses to include some less reliable details in his story?



Raise your hand if...

- you think most of the information in this book is accurate and reliable.
- you think some of the details are not so reliable.
- you think that facts are the most important pieces of information in a story.
- you think that stories should be more interesting than they are reliable.



ELL DEV



SUBSTANTIAL

WRITING PROMPT:

3. Write in Phineas's voice. Use "I" and "my" as if you are Phineas.

4. Use the information from the text that you think is most reliable, but also include a few details that are fun and interesting (and maybe aren't reliable), too.



5. Pretend that you are Phineas, and tell the story of the job that you were most likely to have actually had.

Choose one or two of these sentence starters to help you get started writing.

- **My new job is** _____
- **My job is (easy/hard) because** _____.
- **No one knows that I** _____.

**MODERATE****LIGHT**

WRITING PROMPT:

Choose the job reported in the book that you think Phineas is most likely to have done. Pretend that you are Phineas, and tell the story of that time in your life. Write in Phineas's voice. Use "I" and "my" as if you are Phineas.

You can write your story as one of the following:

- A diary entry
- A letter home
- A response to the author's writing

Use the information you thought was most reliable, but mix in a few details that you think are fun and interesting, too!

Choose one or two of these sentence starters to help you get started writing.

- **My new job is** _____.
- **My job is (easy/hard) because** _____.
- **No one knows that I** _____.

**CORE****CHALLENGE**

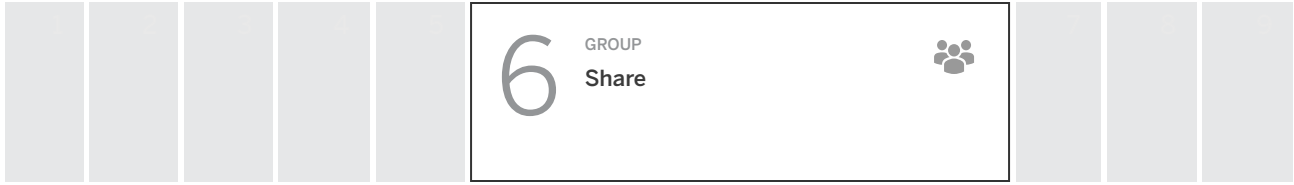
WRITING PROMPT:

Choose the job reported in the book that you think Phineas is most likely to have done. Pretend that you are Phineas, and tell the story of that time in your life. You can write your story as one of the following:



- A diary entry
- A letter home
- A response to the author's writing

Use the information you thought was most reliable, but mix in a few details that you think are fun and interesting, too!



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to the Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to the Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt



Choose the job reported in the book that you think Phineas is most likely to have done. Pretend that you are Phineas, and tell the story of that time in your life. You can write your story as one of the following:

- A diary entry
- A letter home
- A response to the author's writing

Use the information you thought was most reliable, but mix in a few details you think are fun and interesting, too!



7

 CLASS
Wrap-Up

Wrap-Up



Students discuss the ways in which narrative writing balances reliable facts with interesting details.

Card 1 Instructional Guide

Card 1: Students consider the choices they made in their writing.

Card 2: Students vote for the kind of story they prefer: a story with reliable facts, or a story with interesting details.

1. Introduce Activity - **WHOLE CLASS**

Refresh students' memories about the narratives they heard during the sharing activity. Ask them to evaluate their own writing choices and some of the choices made by their peers.

2. Discuss Responses - **WHOLE CLASS**

WRITING PROMPT:

Look back at the choices you made in your story. Think back to the stories about Phineas's life that your peers shared.

- Which details did you think were the most reliable?
- Which details did you think were the most interesting?
- What do you recall from the text that made you think so?

Card 2 Instructional Guide

Card 1: Students consider the choices they made in their writing.

Card 2: Students vote for the kind of story they prefer: a story with reliable facts or a story with interesting details.



1. Activity on Card - *INDIVIDUAL*
2. Discuss Responses - *WHOLE CLASS*

8

INDIVIDUAL
Exit Ticket



Exit Ticket



Students consider the reasons why an author would include a mix of reliable and less reliable details.

Card 1 Instructional Guide

Solutions

- Correct Response**
1. A) Here the evidence fades out for a time.; C) She doesn't recall the stranger's name.



9

INDIVIDUAL
Solo

Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● ELL DEV

■ MODERATE

▲ LIGHT

◆ CORE

◆ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

● ELL DEV

■ MODERATE

▲ SUBSTANTIAL

WRITING PROMPT:

Read the excerpt from "Following Phineas Gage."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



 **LIGHT**  **CORE**  **CHALLENGE**

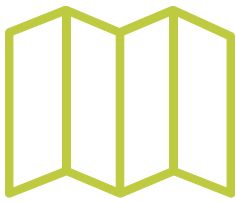
WRITING PROMPT:

Read the excerpt from "Following Phineas Gage."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.





Lesson 9

The Way We Act Human



Overview

The story of Phineas leads us to one of the greatest scientific pursuits in history—the quest to understand the brain and how it works. In the years after Phineas's injury and ultimate death, scientists would add new pieces to that puzzle. The discoveries of Broca's area and Wernicke's area confirmed that specific locations in the brain govern specific brain functions. Phineas's case also supports the idea that specific brain locations control certain social functions. But if that is true, it leads to a troubling question: Is our whole personality nothing more than the stuff inside our skulls?

Students carefully read the text to understand the discoveries in brain science in the years following Phineas's injury and death. They carefully unpack the text here to distinguish between the brain structures and the cultural experiences that combine to shape our behavior. Then, students apply these ideas to Phineas's case, drawing from the historical account in the text.

Students are now equipped to take on a key question in Phineas's case: Was Phineas the same person after his injury? Teams of students craft an argument in response to the prompt, then anticipate the possible arguments of the opposing side. They present their ideas and provide evidence to support their arguments and counterarguments.

At the close of the lesson, students consider the central question of the lesson as it applies to their own lives: What is your greatest personality trait and where did it come from? They register whether the day's readings, debates, and discussions changed their thinking about the origins of their personality.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	 VOCABULARY
1		
2	Select Text: Brain & Personality (12 min) Students explore the advancements in brain science after the death of Phineas Gage.	 READING
3	Debate: Preparation (20 min) Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.	 GROUP
4	Debate: Perform (15 min) Opposing teams engage in formal debates while their classmates watch and offer feedback.	 GROUP
5	Wrap-Up (5 min) Students consider their personality traits and how they obtained them.	 CLASS
6	Exit Ticket (4 min) Students consider the differences between brain functions and learned behaviors.	 INDIVIDUAL
7	Solo (15 min) Students read a passage from <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> and answer questions that require attention to details and evidence.	 INDIVIDUAL



Preparation

No additional prep required.

Exit Ticket

In Activity 6, students consider the differences between brain functions and learned behaviors.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
3 - Following Phineas Gage

Phineas Gage: A Gruesome but True Story About Brain Science
4 - Putting Phineas Together Again

Exit Ticket Projection



referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Select Text: Brain & Personality

For your ELL students, you may need to explain the terms “stroke,” “stroke victim,” and “stroke patient.” You may also want to point out to ELL students that the terms “stroke victim” and “stroke patient” are constructed as noun + noun. The first noun functions as an adjective and is called a noun modifier, attributive noun, or adjectival noun.

+Activity 3, Debate: Preparation

Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

You may want to assign students who are having difficulty reading and ELL students to the opening or closing statement assignments in the activity. You can also pair students who are assigned the same role, so they can develop an opening argument, rebuttal, or closing argument together.

If students who are having difficulty reading or writing have already formed an opinion about whether or not Phineas is still the same person that he was before his accident, it might be beneficial to let them argue that opinion, rather than assign them to argue for the opposite side.

Use the over-the-shoulder conference guides to support students' individual needs.

Assign students to the level of support that matches their needs.

◆ Core

Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to support students as their groups develop the arguments they will deliver during the debates.

+Activity 7, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.

1

VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

READING

Select Text: Brain & Personality



Select Text: Brain & Personality



Students explore the advancements in brain science after the death of Phineas Gage.

Card 1 Instructional Guide

Card 1: Students read about advances in brain science beyond the Whole Brainers vs. Localizers/Phrenologists debate.

Card 2: Students examine the ways in which brain structures and culture contribute to personality.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **INDIVIDUAL**

3. Discuss Responses - **WHOLE CLASS**

Solutions

CORRECT RESPONSES

1. C. speak / D. understand speech

2. The author writes this because most people would think that the abilities for speaking and for understanding speech would be based in the same location in the brain.

Card 2 Instructional Guide

Card 1: Students read about advances in brain science beyond the Whole Brainers vs. Localizers/Phrenologists debate.

Card 2: Students examine the ways in which brain structures and culture contribute to personality.



1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

SAMPLE RESPONSES

3. Broca's area: location in the brain that enables you to speak
Wernicke's area: location in the brain that enables you to understand speech
Knowing how to make or break eye contact
Knowing how to show agreement or disagreement
Knowing when to smile or not smile
4. Broca's area and Wernicke's area were not damaged by the tamping iron. Those parts of his brain could still function just fine. The part of his brain that was in charge of other social functions was heavily damaged.



3

GROUP

Debate: Preparation



Debate: Preparation

Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.





Card 1 Instructional Guide

Card 1: Teacher organizes debate teams and students brainstorm evidence that supports their arguments.

Card 2: Students collect additional evidence and reasons to support their side.

Card 3: Teams decide who will prepare each section of their argument and define the main idea to present in each section.

Card 4: Students assigned the opening argument develop one reason for their position with evidence and explanation.

Card 5: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 6: Students assigned the closing argument develop one reason for their position with evidence and explanation.

1. Group Students - *WHOLE CLASS*

Place students into an even number of groups. Ideally, each group will have fewer than 5 students. One half of the groups will defend the position that Phineas was the same person after his accident as he was before it, while the other half will defend the position that Phineas changed after his accident.

NOTE: All groups will prepare evidence for a debate, although there may not be time for all groups to debate head-to-head.

2. Prepare for Activity - *WHOLE CLASS*

The purpose of this activity is to remind students how important it is to ground their thinking in the text. They identify evidence, figure out how it supports a claim, and explain their reasoning in preparation for the debate.

Assign each group a side and pair them with an opposing team.

3. Activities on Cards - *GROUPS*

4. Discuss Responses - *WHOLE CLASS*



What evidence did you find in this passage that makes you think Phineas is the same/different?



Were there any pieces of evidence that could be used to support both sides?



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

3. Decide what will be the main idea of each team member's part.



4

GROUP

Debate: Perform



Debate: Perform



Opposing teams engage in formal debates while their classmates watch and offer feedback.

Card 1 Instructional Guide

1. Performance - *GROUPS*

Two opposing teams debate at the front of the class while their classmates watch and determine who wins. Have as many teams debate as time allows.

Debate structure:

Part 1: Each side delivers an opening argument.

Part 2: Each side presents rebuttals.

Part 3: Each side delivers a closing argument.

2. Activity on Card - *INDIVIDUAL*

3. Share Responses: Connect and Explain - *WHOLE CLASS*

After each debate, have a few students share which argument they found most persuasive and explain why they think so.

WRITING PROMPT:

Directions

1. If your team has not been selected to participate, listen carefully to the debate. Take notes on particularly strong or weak points.
2. When the debate is over, write your answer to the following question.



5

CLASS
Wrap-Up

Wrap-Up

Students consider their personality traits and how they obtained them.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



We learned a lot today about how the brain helps to create a personality. Have you thought about your own personality and where it comes from?

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Can you think of any other traits that you obtained because...

- you were just born with them?
- you developed them through experience?
- you learned them from people around you?



Exit Ticket

Students consider the differences between brain functions and learned behaviors.

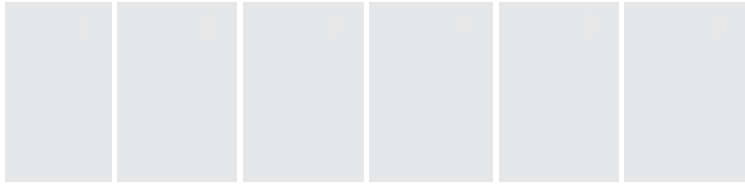


Card 1 Instructional Guide

Solutions

Correct Responses

1. Knowing when to smile at the right moment
Learned through culture
2. The ability to listen
Built into the brain
3. Knowing when to make eye contact during conversation
Learned through culture
4. The ability to make facial expressions
Built into the brain



7

INDIVIDUAL

Solo



Solo



Students read a passage from *Phineas Gage: A Gruesome but True Story About Brain Science* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Read the passage from "Putting Phineas Together Again."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about this place in the text.



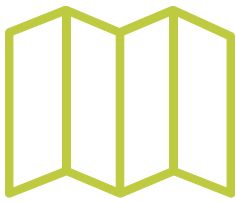
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the passage from "Putting Phineas Together Again."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about this place in the text.



Lesson 10

Flex Day 2



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, develop reading fluency, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

- **Grammar Practice**

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

- **Fluency: Rate**

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

- **Fluency: Expression**

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

- **Revision Assignment**

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

- **Close Reading and Discussion**

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

- **Write: Analyze One Text**

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

- **Write: Connect Two Texts**

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



VOCABULARY

2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING

7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	 WRITING
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	 WRITING
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	 READING
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	 READING
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).	 READING
12	Solo Students have time for independent reading. Let them know that this activity is not optional.	 INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



WORDS TO USE

- Implication



MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Phineas Gage: A Gruesome but True Story About Brain Science
3 - Following Phineas Gage

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Grammar

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One Text

Literary Writing Prompts: Two Texts

**CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[Peer Discussion Guidelines](#)[Vocabulary Video for Implication](#)**CCSS.ELA-LITERACY.RI.7.6**

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.7.1.A**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



1

VOCABULARY

Vocabulary Activity

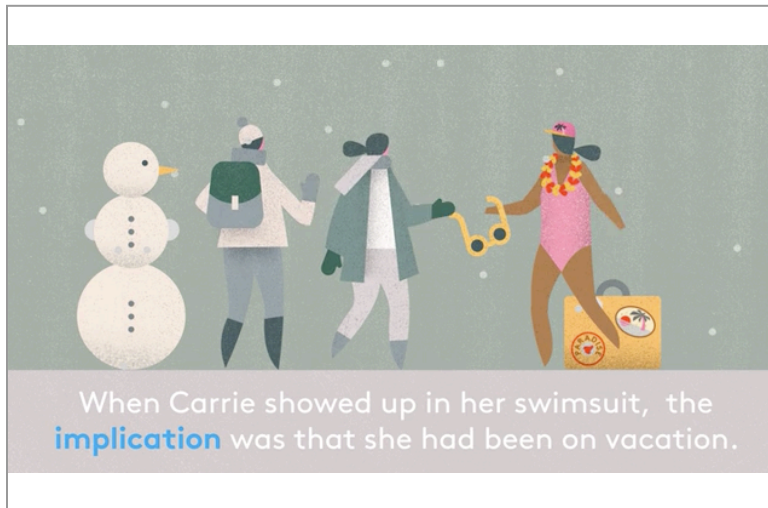
V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

INDIVIDUAL

Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



3 PARTNER
Fluency: Rate

The diagram illustrates a central box labeled '3 PARTNER Fluency: Rate' with an icon of two people. This box is connected to a series of vertical bars on the left and right, representing a flow or sequence of steps.

Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

**Activities on Card - PAIRS**

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:**1st Reading**

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:**2nd Reading**

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *INDIVIDUAL*

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - **INDIVIDUAL**

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

1. Activities on Card - **PAIRS**

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - **WHOLE CLASS**

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.



Card 3 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.
2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - **WHOLE CLASS**

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - **INDIVIDUAL**

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - **WHOLE CLASS**

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - **INDIVIDUAL**

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING

Close Reading and
Discussion



Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.



Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Phineas Gage: A Gruesome but True Story About Brain Science*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.



8

WRITING

Write: Connect Two Texts



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Phineas Gage: A Gruesome but True Story About Brain Science*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details

Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS* (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

**Directions**

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under "Original Text."
3. Paraphrase the passage under "Paraphrase 1."
4. Take turns reading your paraphrases out loud with your partner. Write your partner's paraphrase under "Paraphrase 2."
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects these choices create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author's word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas

Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



12 INDIVIDUAL
Solo 

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

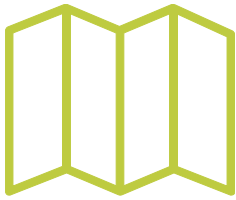
The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that if you like.
3. Fill in your answers, at right, and hand them in.



Lesson 11

The Future of Brain Science



Overview

Phineas Gage's accident brought him uncertainty and suffering. But perhaps the silver lining of the story is that through injuries like Phineas's, scientists have been able to piece together models of the brain and use advanced techniques to diagnose and treat people with similar injuries.

In Lesson 11, students focus on the details of that bigger story. They read about Hanna and Antonio Damasio, modern-day brain researchers who apply the latest technologies and methods to move brain science forward. Students closely examine the ways the Damasios have been able to model the specific path the tamping rod took through Phineas's brain and his resulting injuries.

Then, students revisit some of their earlier readings to uncover some of the methods that scientists applied in centuries past. They note the sometimes odd approaches taken by people like Dr. Harlow and the Boston doctors in order to compare them with the Damasios' modern techniques.

Students then write to consider: How has their understanding of brain science changed since they began reading about Phineas's life?

Students follow up with a discussion on the deeper questions and curiosities that their readings on brain science have inspired. Subsequent readings in the unit or students' own independent research may answer some of these questions.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	V VOCABULARY
1		
2	Select Text: Modern-Day Brain Science (12 min) Students read to note modern methods of brain science.	 READING
3	Compare Texts: Old-School Brain Science (10 min) Students review previous readings to note theories and methods of medical science in earlier times.	 READING
4	Write: New Understandings of the Brain (12 min) Students write to explain how their own understanding of brain science has changed through reading about Phineas's life.	 WRITING
5	Share: Writing (5 min) Students share their writing and have the opportunity to respond to a peer's writing.	 GROUP
6	Wrap-Up (5 min) Students develop further questions about brain science.	 CLASS



7

Exit Ticket (4 min)

Students review the methods scientists have used to model the brain and analyze behavior.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain* and answer questions that require attention to details and evidence.

INDIVIDUAL

9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students review the methods scientists have used to model the brain and analyze behavior.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
3 - Following Phineas Gage

Phineas Gage: A Gruesome but True Story About Brain Science
4 - Putting Phineas Together Again

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Inventing Ourselves: The Secret Life of the Teenage Brain
1 - Adolescence isn't an aberration

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2

**CCSS.ELA-Literacy.W.7.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Modern-Day Brain Science

If your students, especially ELL students and students who are reading below grade level, have had difficulties understanding the medical terminology in the text, or if they have difficulty with complex syntax, review the vocabulary for the medical equipment used by the Damasios (CT, MRI). Additionally, before students complete the activity individually, work as a group to break down the steps in the process the doctors follow to create the “animated computer skull” of Phineas’s injury.

Ensure that ELL students and students who are having difficulty reading and comprehending the text understand that “the Damasios” refers to Dr. Antonio Damasio and Dr. Hanna Damasio.

For your ELL students, you may need to explain these terms: “noninvasive,” “palms,” “spike,” “emotionally charged,” “rigged,” “gross anatomy,” “anatomical,” “salvation,” and “plow through.”

Assign students to the level of support that matches their needs.

◆ Core

Students read to note modern methods of brain science.

■ ● Substantial, ELL (Dev)

This alternate activity provides alternate question formats to help students as they read to note modern methods of brain science.

■ ► Moderate, Light

This alternate activity directs students to reread specific paragraphs to help them as they read to note modern methods of brain science.

+Activity 3, Compare Texts: Old-School Brain Science

Assign students to the level of support that matches their needs.

**◆ ■ ● Core, Moderate, ELL (Dev)**

Students review previous readings to note theories and methods of medical science in earlier times.

■ Substantial

This alternate activity provides alternate question formats and fill-in-the-blank sentence starters to help students as they review previous readings and note theories and methods of medical science in earlier times.

+Activity 4, Write

Use the over-the-shoulder conference guides to support students' individual needs.

Assign students to the level of support that matches their needs.

◆ Core

Students write to explain how their own understanding of brain science has changed through reading about Phineas's life.

Pentagon Challenge

This alternate Writing Prompt challenges students to also describe how their understanding of the work brain scientists do has changed.

■ Substantial

This alternate Writing Prompt provides guiding questions and sentence starters to support students as they write to explain how their own understanding of brain science has changed through reading about Phineas's life.

● ■ ELL (Dev), Moderate

This alternate Writing Prompt provides guiding questions and sentence starters to support students as they write to explain how their own understanding of brain science has changed through reading about Phineas's life.

► Light

This alternate Writing Prompt provides sentence starters to support students as they write to explain how their own understanding of brain science has changed through reading about Phineas's life.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain* and answer questions that require attention to details and evidence.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the number of questions students will answer about the passage.

1 VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

READING

Select Text: Modern-Day
Brain Science



Select Text: Modern-Day Brain Science



Students read to note modern methods of brain science.

Card 1 Instructional Guide

Card 1: Students read about the methods the Damasio's use to study brain injuries.

Card 2: Students trace the steps the Damasio's follow to build a model of Phineas's brain.

1. Introduce Activity - *WHOLE CLASS*



Things have changed a lot since Dr. Harlow first examined Phineas's terrible wound. Let's find out what methods and technologies doctors can use today to examine injuries like Phineas's.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



How did most of the Damasio's patients suffer their brain injuries?



3

READING

Compare Texts: Old-School
Brain Science

Compare Texts: Old-School Brain Science



Students review previous readings to note theories and methods of medical science in earlier times.

Card 1 Instructional Guide

Card 1: Students note the medical science of Dr. Harlow.

Card 2: Students note the theories and methods of the Boston doctors.

Card 3: Students note the theories and methods of Broca and Wernicke.

1. Introduce Activity - *WHOLE CLASS*



Now that we have caught a glimpse of the advancements of modern medicine, let's look back and compare those methods with the ways doctors and other healers practiced medicine in the past.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. The theory of “bodily humors” said that there were four liquids in the body. To stay healthy, those four liquids had to be in balance. Dr. Harlow prescribed one drug to make Phineas throw up and another to make him go to the bathroom.
2. The theory was common knowledge in Dr. Harlow's time, but came from ancient Greece.



Card 2 Instructional Guide

Card 1: Students note the medical science of Dr. Harlow.

Card 2: Students note the theories and methods of the Boston doctors.

Card 3: Students note the theories and methods of Broca and Wernicke.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

3. Phineas sits down. The doctors put straws up Phineas's nose so he can breathe, and then pour plaster over his face. Next, the plaster is removed from Phineas's face and is used to make a mold. Lastly, Dr. Bigelow uses the mold to create a three-dimensional model of Phineas's face.

4. The doctors in Phineas's day know what the brain looks like and that the brain produces thoughts and emotions, although they don't know how it does that.

Card 3 Instructional Guide



4

WRITING

Write: New Understandings
of the Brain

Write: New Understandings of the Brain



Students write to explain how their own understanding of brain science has changed through reading about Phineas's life.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.



Raise your hand if...

- you would much rather be treated by doctors of the present than of the past.
- you can think of at least one great advancement in brain science.
- you have an idea about how Phineas would be treated differently by doctors today.



CORE

WRITING PROMPT:

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage?



LIGHT



WRITING PROMPT:

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage?

Choose one or two of these sentence starters to help you get started writing.

- I knew _____ about the brain before I read about Phineas Gage.
- Now I know _____ about the brain.
- Previously, I knew that the brain _____.
- After reading about Phineas Gage, my understanding of the brain changed because _____.



CHALLENGE

WRITING PROMPT:

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage? How has your understanding of the work that brain scientists do changed?



SUBSTANTIAL

WRITING PROMPT:

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage?

Choose one or two of these sentence starters to help you get started writing.

- I knew _____ about the brain before I read about Phineas Gage.
- Now I know _____ about the brain.
- Previously, I knew that the brain _____.
- After reading about Phineas Gage, my understanding of the brain changed because _____.

**ELL DEV****MODERATE**

WRITING PROMPT:

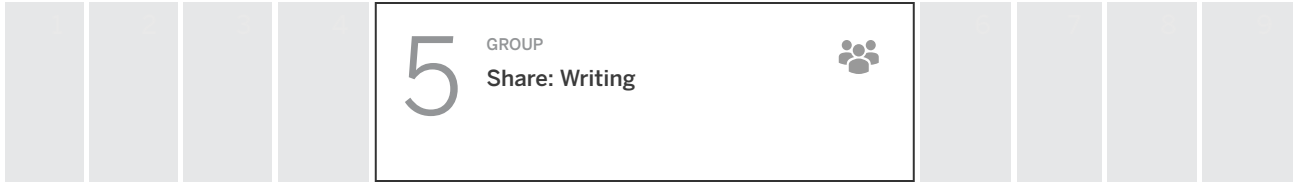
Think about:

- What did you know or think about the brain before you read about Phineas?
- What did you learn about the brain from reading this book? Go back to the other cards in this lesson to review what you learned.

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage?

Choose one or two of these sentence starters to help you get started writing.

- I knew _____ about the brain before I read about Phineas Gage.
- Now I know _____ about the brain.
- Previously, I knew that the brain _____.
- After reading about Phineas Gage, my understanding of the brain changed because _____.



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 2 Instructional Guide

WRITING PROMPT:

Original Writing Prompt

Scientists' understanding of the brain has changed dramatically since Phineas's time. How has your understanding of the brain changed since you began reading about the life of Phineas Gage?



6

CLASS
Wrap-Up

Wrap-Up

Students develop further questions about brain science.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

You can consider creating a "parking lot" for students' questions on brain science. The answers may come through subsequent readings in this unit or through students' own independent research.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Based on all you know so far about the brain, how would you answer that question?



Let's see if we can find answers to some of these questions through the readings to come in this unit, or through our own research.



7 INDIVIDUAL
Exit Ticket



Exit Ticket

Students review the methods scientists have used to model the brain and analyze behavior.



Card 1 Instructional Guide

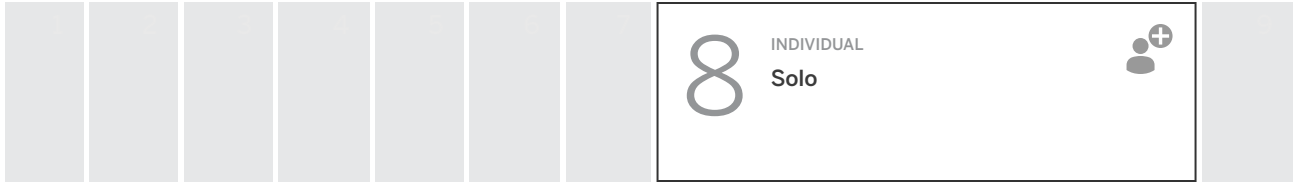
Solutions

What methods did they use to understand the physical body?

- B. The Damasio used Brainvox to build a model of Phineas's brain.
- C. Broca examined the brains of stroke patients.

What methods did they use to analyze behavior?

- A. The Damasio used a computer gambling game to check patients' responses.
- D. Dr. Harlow offered Phineas \$1,000 for his pocketful of pebbles.



Solo



Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*.
2. Answer the questions.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Read the passage from "Adolescence isn't an aberration" from *Inventing Ourselves: The Secret Life of the Teenage Brain*.

Highlight two places in the reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



CHALLENGE

WRITING PROMPT:

Read the passage from "Adolescence isn't an aberration" from *Inventing Ourselves: The Secret Life of the Teenage Brain*.

Highlight two places in the reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



9

EXTRA

Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Informative** prompt in response to one text
- Prompt 2: **Argumentative** prompt synthesizing two texts

3. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Writing Prompt 1 (Informative): Explain how the speaker in the poem “Sonnet—To Science” perceives science. Use evidence from the poem to support your answer.

Writing Prompt 2 (Argumentative): The speaker in “Sonnet—To Science” says that science is like a “vulture” whose constant search for “dull reality” turns imaginative and fun human experiences (like gazing up into the sky) into dull facts. Stake a claim arguing whether the Damasios from “Putting Phineas Together Again” would agree or disagree with this sonnet. Use evidence from both texts to support your thinking.

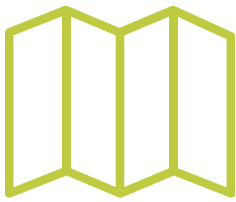




Sub-unit 2

Inventing Ourselves: The Secret Life of the Teenage Brain





Lesson 1

What Is an Adolescent?



Overview

Author and researcher Sarah-Jayne Blakemore believes that teenagers get a bad rap. They are often portrayed as disrespectful, impulsive risk-takers. But is that characterization fair, or do grown-ups just not get kids these days? Brain science can show us just how accurate society's assessment of adolescent behavior really is.

Students begin this lesson by reading the opening passages of Blakemore's book, *Inventing Ourselves: The Secret Life of the Teenage Brain*. They consider the background information provided by the author, highlight several different definitions of adolescence drawn from various disciplines, and then create their own definition.

Next, students examine cultural, biological, and historical evidence regarding certain perceptions about adolescence. Students then return to their definition and explain how the new information either changed or confirmed their initial thoughts.

Equipped with the evidence from their readings, students analyze how each section of opening text contributes to the author's overall argument about adolescence.

At the close of the lesson, students consider the differences between adults and teens and explain the aspects of adolescence that they think adults should know about.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Select Text: Defining Adolescence (10 min)

Students consider several definitions of adolescence and analyze the structure the author uses to organize her text.



READING

3

Select Text: What Is an Adolescent? (10 min)

Students read about typical adolescent behaviors and revisit their definition of "adolescence."



PARTNER

4

Write (12 min)

Students respond to the claim that some behaviors are more typical during adolescence.



WRITING

5

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS

6

Wrap-Up (5 min)

Students discuss the treatment of adolescents in society.



CLASS



7

Exit Ticket (4 min)

Students analyze how individual sections of the text contribute to the author's development of ideas.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Review lesson texts.

Students work in pairs in Activity 3.

Exit Ticket

In Activity 7, students analyze how individual sections of the text contribute to the author's development of ideas.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.7.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2



MATERIALS

Inventing Ourselves: The Secret Life of the Teenage Brain
1 - Adolescence isn't an aberration

Inventing Ourselves: The Secret Life of the Teenage Brain
2 - The ever-plastic brain

Exit Ticket Projection



Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Defining Adolescence

ELL students and students who are reading below grade level may find some of the concepts and vocabulary in the text difficult to understand. Consider assigning students to work in pairs to complete the paraphrasing activity.

If you have a significant number of ELL students or students who are reading below grade level, you may want to complete the paraphrasing activity as a class.



Some students may have difficulty identifying details that the author thinks are noteworthy. If this is the case, direct students to places in the text where the author asks the reader to consider an idea, or where she expresses interest, excitement, or doubt. For example, "But when you think about it" and "Imagine" in paragraph 1; "Adolescence isn't an aberration," "I find teenage behavior fascinating," and "quite the opposite" in paragraph 3; and "It's not a straightforward question to answer" in paragraph 5.

For your ELL students, you may need to explain terms such as "socially acceptable," "mock," "irrational," "inexplainable," "straightforward," and "arbitrary."

For any students who are not familiar with the concepts or terminology related to specific life stages, you may want to identify and define certain terms including: "childhood," "youth," "puberty," and "adulthood."

Assign students to the level of support that matches their needs.

◆ Core

Students consider the many definitions of adolescence.

■ ● Substantial, ELL (Dev)

This alternate activity provides support for locating information in the text as students consider the many definitions of adolescence.

Activity 3, Select Text: What Is an Adolescent?

For your ELL students, you may want to preview terms used in the text to describe common behavior, including: "typical," "unique," "(typically) associated with," and "inclined to." Also consider explaining certain terms related to the study that is detailed in paragraph 7. These include: "participants," "experimental," "tasks," "questionnaire," "measure," "trajectory," and "peaking."

Confirm that students understand the meaning of "risk-taking," "self-consciousness," and "peer influence." To help ELL students and students who are reading below grade level with comprehension, you may want to provide an example of each behavior before asking students to identify additional examples.

If you have a significant number of ELL students or students who are reading below grade level, you may want to build a list of the adolescent behaviors that are mentioned in the text and discuss definitions of the behaviors as each one is introduced. Five behaviors are discussed in depth on Cards 1 and 2. Additional behaviors noted by Socrates and Aristotle are listed on Card 3.

For Card 1, ensure that students understand the phrase "across cultures" before completing the activity.



Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

+Activity 4, Write

Assign students to the level of support that matches their needs.

◆ Core

Students respond to the claim that some behaviors are more typical during adolescence.

Pentagon Challenge

This alternate Writing Prompt challenges students to support the author's view that adolescence is a real biological period of life that we can analyze scientifically.

■ ● Substantial, ELL (Dev)

This alternate Writing Prompt reduces the amount of text, breaks the prompt into smaller chunks, and provides sentence starters to help students respond to the claim that some behaviors are more typical during adolescence.

■ Moderate

This alternate Writing Prompt reduces the amount of text and provides sentence starters to help students respond to the claim that some behaviors are more typical during adolescence.

► Light

This alternate Writing Prompt provides sentence starters to help students respond to the claim that some behaviors are more typical during adolescence.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

1 VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

READING

Select Text: Defining
Adolescence



Select Text: Defining Adolescence



Students consider several definitions of adolescence and analyze the structure the author uses to organize her text.

Card 1 Instructional Guide

Card 1: Students examine the author's beliefs about adolescence and teenagers.

Card 2: Students consider several common definitions of adolescence and write their own definitions of "adolescence."

Card 3: Students identify ideas expressed in the opening passages and consider the author's reasons for beginning the book with this information.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **INDIVIDUAL**

3. Discuss Responses - **WHOLE CLASS**



Why do you think she dislikes when people mock teenagers?



ELL DEV



SUBSTANTIAL

WRITING PROMPT:

4. Highlight examples of definitions that scientists and others have proposed for adolescence. (Hint: Look for the word "define," or phrases such as "think of.")



MODERATE



LIGHT



CORE



CHALLENGE



WRITING PROMPT:

4. Highlight examples of definitions that scientists and others have proposed for adolescence.



3

PARTNER

Select Text: What Is an Adolescent?



Select Text: What Is an Adolescent?



Students read about typical adolescent behaviors and revisit their definition of "adolescence."

Card 1 Instructional Guide

Card 1: Students unpack the meaning of "adolescent-typical" behavior.

Card 2: Students consider biological evidence about adolescence.

Card 3: Students consider historical evidence about adolescence and revise their definition of "adolescence" based on additional readings.

1. Introduce Activity - WHOLE CLASS

2. Activity on Card - PARTNER

3. Discuss Responses - WHOLE CLASS

Solutions

1.
Risk-taking: reckless driving, drug/alcohol abuse, rule/law breaking
Self-consciousness: focus on appearance, concern about social status
Peer influence: imitating friends, bullying
2.
Self-regulation = B. The ability to control yourself
Sensation-seeking = A. Trying out new experiences



3. It is significant because if adolescents from many different cultures behave similarly, then the behaviors can't be blamed on any one culture or way of raising children. There has to be another explanation for the behaviors.

Card 2 Instructional Guide

Card 1: Students unpack the meaning of "adolescent-typical" behavior.

Card 2: Students consider biological evidence about adolescence.

Card 3: Students consider historical evidence about adolescence and revise their definition of "adolescence" based on additional readings.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **PARTNER**

3. Discuss Responses - **WHOLE CLASS**

Solutions

4. The mice definitely showed signs of peer influence and poor self-regulation, and possibly risk-taking. When they had access to alcohol, the adolescent mice drank more when they were around other mice in the same age range than the adult mice that were around other adults did. This means that the adolescent mice showed an increased lack of self-control when they were with their peers. That is a typical adolescent behavior.

5. The existence of similar adolescent behaviors in different species of animals, including humans, indicates that there is a biological cause of the behaviors.

Card 3 Instructional Guide

Card 1: Students unpack the meaning of "adolescent-typical" behavior.

Card 2: Students consider biological evidence about adolescence.

Card 3: Students consider historical evidence about adolescence and revise their definition of "adolescence" based on additional readings.



1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *PARTNER*
3. Discuss Responses - *WHOLE CLASS*

Solutions

6. According to Socrates and Aristotle, adolescents showed signs of peer influence, poor self-regulation, and sensation-seeking.

7. First, the author provides evidence that adolescence is recognized in many different human cultures. Then she provides evidence that adolescence is a period of life that animals experience as well. Finally, she points out that people have been worried about the behavior of adolescents for a long time.

8. My definition didn't change much, but I found lots of information to confirm my definition. The behavior of the mice and wombats supports what I thought—that adolescence is part of growing up. / I changed my definition. At first I thought that adolescence is the period when, even though a person is not a child anymore, society says they are not an adult yet. Now I think it has a lot more to do with how the body changes physically.



4

WRITING
Write

Write



Students respond to the claim that some behaviors are more typical during adolescence.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you believe that some behaviors are more typical during adolescence.
- you believe that adolescents are mostly treated fairly in society.
- you think science can help us better understand the behavior of adolescents.



CORE

WRITING PROMPT:

Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer?



MODERATE



WRITING PROMPT:

Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer?

Choose one or two of these sentence starters to help you get started writing.?

- I (agree/disagree) that some behaviors are more typical during adolescence because _____.
- I (think/don't think) that some behaviors are more typical during adolescence. (The primary/An additional) reason for this is _____.
- The text supports this idea when the author writes _____.
- This evidence demonstrates that _____.



LIGHT

WRITING PROMPT:

Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer?

Choose one or two of these sentence starters to help you get started writing.?

- I (agree/disagree) that some behaviors are more typical during adolescence because _____.
- I (think/don't think) that some behaviors are more typical during adolescence. (The primary/An additional) reason for this is _____.
- The text supports this idea when the author writes _____.
- This evidence demonstrates that _____.



CHALLENGE

WRITING PROMPT:

Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer? Why do you think the interest in adolescent behavior has endured over time?

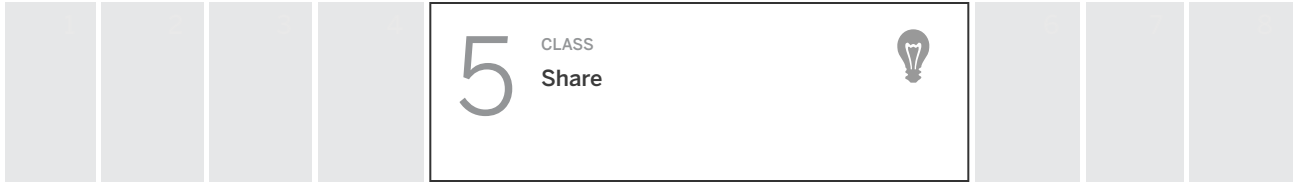
**● ELL DEV ▲ SUBSTANTIAL**

WRITING PROMPT:

Explain why you agree or disagree that some behaviors are more typical during adolescence. What evidence from the text supports your answer?

Choose one or two of these sentence starters to help you get started writing.?

- I (agree/disagree) that some behaviors are more typical during adolescence because _____.
- I (think/don't think) that some behaviors are more typical during adolescence. One reason for this is _____.
- The author writes _____ which shows _____.



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Prompt

Some behaviors are more typical during adolescence. Do you agree or disagree with that statement? What evidence from the text supports your answer?



6

CLASS
Wrap-Up

Wrap-Up

Students discuss the treatment of adolescents in society.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Young people have to deal with adults all the time: parents, family members, teachers, coaches, and others.



This sometimes results in misunderstandings because adults and adolescents see things a little differently.

2. Activity on Card - *INDIVIDUAL*

3. Project Poll Results and Discuss Responses - *WHOLE CLASS*



What makes you think so?



How do you think society/adolescents should change their attitudes or behaviors?



How do you think science could help us better understand the differences between adolescents and adults?



7

INDIVIDUAL
Exit Ticket

Exit Ticket



Students analyze how individual sections of the text contribute to the author's development of ideas.

Card 1 Instructional Guide

Solutions

Correct Responses

- Paragraphs 1–3: **B. The author explains her interest in the subject.**
- Paragraph 4: **A. The author describes what the book is about.**
- Paragraph 5: **C. The author explores different definitions of adolescence.**



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

●

ELL DEV

■

MODERATE

▲

LIGHT

◆

CORE

◆

CHALLENGE

▲

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*.
2. Highlight and annotate the passage as directed.?
3. Answer the questions.

●

ELL DEV

■

MODERATE

▲

SUBSTANTIAL

WRITING PROMPT:

Read the passage from the chapter "The ever-plastic brain."?

Highlight two places in your reading that grabbed your attention.?



Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



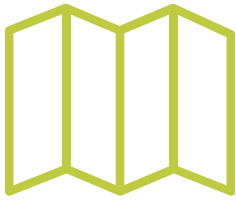
CHALLENGE

WRITING PROMPT:

Read the passage from the chapter "The ever-plastic brain."?

Highlight two places in your reading that grabbed your attention.?

Add a note to describe what you noticed and think about each place in the text.



Lesson 2

How You Grow a Brain



Overview

Adolescents are a little different. Societies (parents of adolescents in particular) around the globe have recognized this phenomenon for centuries. Science (finally) provided the proof. Brain scientists have shown that our behaviors originate in the prefrontal cortex—the very same region of the brain that Phineas Gage suffered an injury to. This region of the brain is not fully developed during the teenage years. Therefore, adolescent behavior can be as erratic as the behavior of an adult patient who is dealing with prefrontal cortex damage.

In this lesson, students will examine some of the conclusions that brain scientists have drawn regarding the connection between adolescent behavior and brain development. Students begin the lesson by identifying the approximate location of the prefrontal cortex on a brain map. (This graphic will be familiar to students who have completed the Phineas Gage lessons.) Next up is a close reading of a passage that describes two experiments designed to demonstrate the connection between adolescent-typical behavior and the development of the prefrontal cortex.

So, if our behaviors are dependent upon how developed our brains are, could there be times in our lives when we might not be completely responsible for our actions? Students consider this question as they read about a landmark legal case involving Christopher Simmons, a 17-year-old who committed a burglary and murder. He was convicted and given the death penalty, but the Supreme Court later overturned his sentence. In part, the Court cited the underdevelopment of the adolescent brain as a reason for its decision. Lastly, students consider whether or not their adolescent brains limit their planning and impulse control abilities, and what—if anything—they can do to improve those skills.

Lesson at a Glance

ACTIVITY	Vocabulary Activities	V VOCABULARY
1		
2	Connect Text: The Prefrontal Cortex (8 min) Students connect their learning about the location and functions of the prefrontal cortex to the case of Phineas Gage.	 READING
3	Select Text: Brain Experiments (15 min) Students analyze experimental research on the prefrontal cortex.	 READING
4	OPT: Use the Text as Referee: Court Opinions (15 min) Students look closely at the Supreme Court opinions in the case of <i>Roper v. Simmons</i> .	 READING
5	Discuss: My Brain Made Me Do It? (17 min) Students develop their thinking about whether age should be a factor in deciding punishment under the law.	 GROUP
6	Wrap-Up (6 min) Students discuss the ways in which brain development limits or does not limit their skills.	 CLASS



7

Exit Ticket (4 min)

Students evaluate the claims and evidence presented by the author.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

INDIVIDUAL

9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

Review lesson texts.

Students work in pairs in Activity 5.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students evaluate the claims and evidence presented by the author.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-LITERACY.RI.7.9



MATERIALS

Demystifying the Adolescent Brain

1 - Demystifying the Adolescent Brain

Inventing Ourselves: The Secret Life of the Teenage Brain

2 - The ever-plastic brain

Inventing Ourselves: The Secret Life of the Teenage Brain

3 - The right sort of risks (part 1)

Exit Ticket Projection



Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Reading: Connect Text: The Prefrontal Cortex

It is important that students understand the meaning and concept of the term “executive functions” in order to complete this activity. You may want to review the sentences about executive functions in paragraph 25 as a group so that students understand this concept.

For your ELL students, you may need to explain terms such as “damage,” “prefrontal cortex,” “executive functions,” “ability,” and “impulse control.”

Assign students to the level of support that matches their needs.

◆ Core

Students connect their learning about the location and functions of the prefrontal cortex to the case of Phineas Gage.

■● Substantial, ELL (Dev)

This alternate activity includes a word bank to help students connect their learning about the location and functions of the prefrontal cortex to the case of Phineas Gage.

+Activity 3, Reading: Select Text: Brain Experiments

For your ELL students, you may want to review or pre-teach vocabulary in the text related to experiments. Terms include: “study,” “show (results),” “lab/laboratory,” “test,” “task,” “participants,” “experiment,” “assess,” “carry out,” “measure,” and “confirm.”



The sentence in paragraph 27 that explains the results of the “Shopping Task” experiment includes the more complex structure “instead of.” If you have a significant number of ELL students or students who are reading below grade level, you may want to dissect this sentence as a group.

For Card 3, you may want to allow ELL students or students who are reading below grade level to work in pairs to identify and paraphrase the conclusion sentence in paragraph 29.

If you choose to have students work in small groups for this activity, plan how you will assign the groups. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be grouped with students who are reading on or above grade level.

Assign students to the level of support that matches their needs.

◆ Core

Students analyze experimental research on the prefrontal cortex.

■ ● Substantial, ELL (Dev)

This alternate activity directs students to a specific place in the text and provides simplified prompts and fill-in-the-blank sentence starters to help students analyze experimental research on the prefrontal cortex.

■ ► Moderate, Light

This alternate activity directs students to a specific place in the text and provides simplified prompts to help students analyze experimental research on the prefrontal cortex.

Activity 4, OPT: Use the Text as Referee: Court Opinions

In this optional activity, students look closely at the Supreme Court opinions in the case of *Roper v. Simmons*. This activity provides additional support with comprehension of the concepts and vocabulary in this lesson. This will be especially helpful for ELL students or students who are reading below grade level.

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

Activity 5, Discuss: My Brain Made Me Do It?

For your ELL students, you may need to explain key legal terms in the passage, such as “convicted,” “sentence” (verb and noun), “overturned,” “opinion of the Court,” and “opposite opinion.”

+Activity 8, Solo

Assign students to the level of support that matches their needs.



◆ Core

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

1 VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

READING

Connect Text: The
Prefrontal Cortex



Connect Text: The Prefrontal Cortex



Students connect their learning about the location and functions of the prefrontal cortex to the case of Phineas Gage.

Card 1 Instructional Guide

Card 1: Students map the location of the prefrontal cortex and consider the author's purpose in discussing Phineas Gage.

Card 2: Students apply their learning about the prefrontal cortex to the case of Phineas Gage.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **INDIVIDUAL**

3. Discuss Responses - **WHOLE CLASS**



Before we discuss your responses to the questions, let's take a look at this map of the brain. Who can tell me where the prefrontal cortex is? How do you know?



Project the map of the brain and elicit responses from students. (The prefrontal cortex is the foremost part of the frontal lobe, the portion in red.)



● **ELL DEV** ■ **MODERATE** ▲ **SUBSTANTIAL**

WRITING PROMPT:

2. Highlight two places in Blakemore's text below that describe symptoms that are similar to Phineas's symptoms.

▲ **LIGHT** ◆ **CORE** ★ **CHALLENGE**

WRITING PROMPT:

2. Highlight two places in Blakemore's text below that you think relate to Phineas Gage's symptoms.



3

READING
Select Text: Brain
Experiments



Select Text: Brain Experiments



Students analyze experimental research on the prefrontal cortex.

Card 1 Instructional Guide

Card 1: Students analyze the outcomes of the "Shopping Task" experiment.

Card 2: Students analyze the outcomes of the "go/no-go" task experiment.

Card 3: Students consider the author's conclusions and purpose in presenting this experimental evidence.

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*



4

READING

OPT: Use the Text as
Referee: Court Opinions

OPT: Use the Text as Referee: Court Opinions



Students look closely at the Supreme Court opinions in the case of *Roper v. Simmons*.

Card 1 Instructional Guide

Card 1: Students confirm their understanding of the outcomes of the *Roper v. Simmons* case in a lower court and then in the Supreme Court.

Card 2: Students paraphrase the majority and dissenting opinions in the Supreme Court case.

Conduct this optional activity to provide students with additional support with comprehension of the concepts and vocabulary in this case.

1. Read Aloud - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

Solutions

1.

Lower court decision - A. Death penalty

Supreme Court decision - B. No death penalty



Card 2 Instructional Guide

Card 1: Students confirm their understanding of the outcomes of the *Roper v. Simmons* case in a lower court and then in the Supreme Court.

Card 2: Students paraphrase the majority and dissenting opinions in the Supreme Court case.

1. Activity on Card - *PAIRS*

2. Discuss Paraphrases: Connect and Explain - *WHOLE CLASS*



What was the decision reached in the Supreme Court case? How did the dissenting opinion written by Justice O'Connor differ from the majority opinion written by Justice Kennedy?

Solutions

2.

"In recognition of the comparative immaturity and irresponsibility of juveniles, almost every State prohibits those under 18 years of age from voting, serving on juries, or marrying without parental - **Because young people are less able to make good decisions than older people, most states don't allow adolescents to vote, serve on juries, or get married without their parents' permission.**

"Their own vulnerability and comparative lack of control over their immediate surroundings mean juveniles have a greater claim than adults to be forgiven for failing to escape negative influences in their whole environment." - **Because adolescents don't have as much control over their world as adults, they should not be held to the same standard of behavior.**

"The age of 18 is the point where society draws the line for many purposes between childhood and adulthood." - **In our society, we say that an adolescent becomes an adult at the age of 18.**

"It is, we conclude, the age at which the line for death eligibility ought to rest." - **This is the age at which we judges believe someone should be eligible for the death penalty.**

3.

"Adolescents as a class are undoubtedly less mature, and therefore less culpable for their misconduct, than adults." - **Teens are clearly less able to control their actions than adults, so they should not be held to the same standard of behavior.**



“But the Court has adduced no evidence impeaching the seemingly reasonable conclusion reached by many state legislatures: that at least some 17-year-old murderers are sufficiently mature to deserve the death penalty in an appropriate case.” - **But there is no reason to go against the opinion that many state governments have reached: some people mature more quickly than others, and so some younger murderers should be eligible for the death penalty.**

WRITING PROMPT:

Directions

Reread the opinions given by Justices Kennedy and O'Connor.



5

GROUP

Discuss: My Brain Made
Me Do It?



Discuss: My Brain Made Me Do It?



Students develop their thinking about whether age should be a factor in deciding punishment under the law.



Card 1 Instructional Guide

Card 1: Students log their theories about appropriate punishments for adolescents who commit criminal acts.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about appropriate punishments for adolescents who commit criminal acts.

1. Introduce Activity - *WHOLE CLASS*



You have investigated the scientific evidence connecting adolescent behavior to brain development. Let's apply that knowledge to a real-world problem.

If you did not complete the previous Optional Activity, then provide a brief summary of this case.



The text you'll read now describes how the Supreme Court overturned, or disagreed with, the decision made by a lower court.



This means the case had been presented before and that a formal request was made to the Supreme Court to consider the previous decision.

2. Activity on Card - *INDIVIDUAL*

Solutions

2. I think it depends on the crime. There are some crimes that are so bad that the person deserves the maximum punishment no matter what. / I think adolescents should have a whole different court system. Their brains are not developed enough to make proper decisions. It is unfair to punish them for their whole life if they are not in control of their actions.

Card 2 Instructional Guide

Card 1: Students log their theories about appropriate punishments for adolescents who commit criminal acts.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about appropriate punishments for adolescents who commit criminal acts.

Introduce Activity - *PAIRS*

WRITING PROMPT:



3. Discuss the question with your partner. Try to locate additional evidence to support your view. Take turns sharing your arguments and evidence, using your original response to the question for reference.

You can use the sentence starters to move your discussion along.

Card 3 Instructional Guide

Card 1: Students log their theories about appropriate punishments for adolescents who commit criminal acts.

Card 2: Students discuss their theories with a partner and share their evidence.

Card 3: Students revise their theories about appropriate punishments for adolescents who commit criminal acts.

1. Activity on Card - *INDIVIDUAL*

2. Share and Discuss Answers - *WHOLE CLASS*

Have students explain their answers.

Notice if the partner work has led anyone to change their minds.



If you changed your answer during your discussion, tell us what you heard or read that made you change your mind.



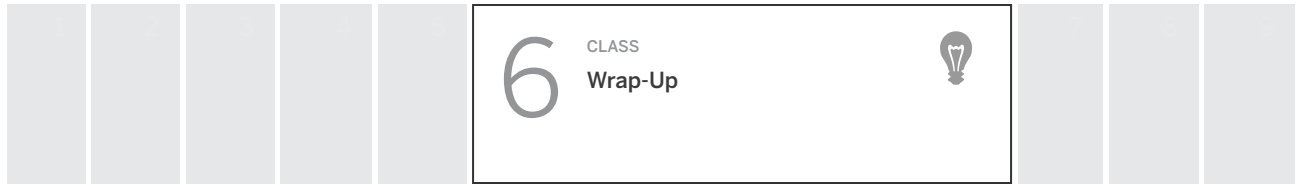
By a 5 to 4 vote in this case, the Supreme Court banned the death penalty for people under the age of 18. The Court based its decision in part on brain research that shows adolescents to have limited impulse control and to be prone to risky behavior.



Does this ruling surprise you? Why or why not?

Solutions

3. I still believe that adolescents should sometimes be treated the same as adults. Blakemore believes that everyone develops differently, so some people who are 15 or 16 are able to make clear plans and control their impulses. / I changed my mind. At first I thought that adolescents should be treated exactly the same as adults, but my partner showed me some convincing evidence—there are some people who are not able to control their impulses until later in life. They should not face the same punishments as adults.



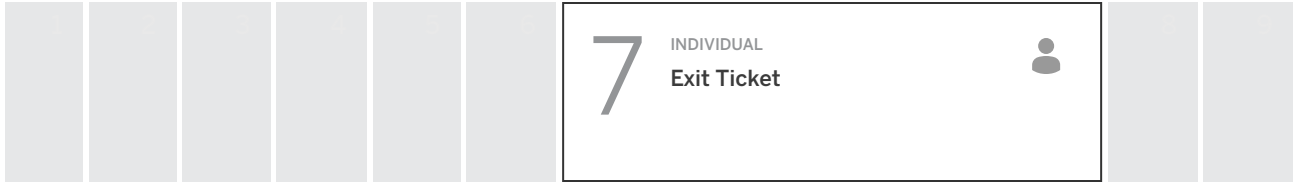
Wrap-Up

Students discuss the ways in which brain development limits or does not limit their skills.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*



Exit Ticket

Students evaluate the claims and evidence presented by the author.



Card 1 Instructional Guide

Solutions

Correct Response

1. C. The results of experiments involving healthy patients and brain injury patients



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Read the passage from the chapter "The right sort of risks."

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



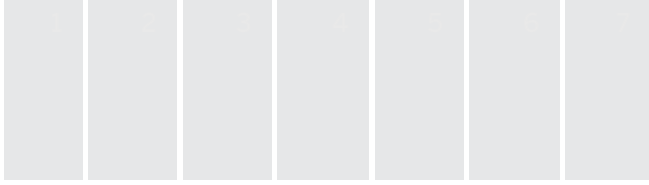
CHALLENGE

WRITING PROMPT:

Read the passage from the chapter "The right sort of risks."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



9

EXTRA

Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Informative** prompt in response to one text
- Prompt 2: **Informative** prompt synthesizing two texts

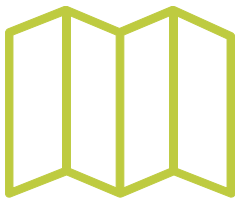
3. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Writing Prompt 1 (Informative): The author of “Demystifying the Adolescent Brain” writes that an increase in dopamine activity is “a mixed blessing” for teenagers. Explain what he means by his statement. Use evidence from the text to support your answer.

Writing Prompt 2 (Informative): Both Justice Kennedy and Justice O'Connor delivered opinions regarding Christopher Simmons's fate in *Roper v. Simmons*. Argue which justice's claim (Kennedy's or O'Connor's) is best supported by “Demystifying the Adolescent Brain.” Use evidence from both texts to support your answer.





Lesson 3

Risky Behavior



Overview

We have all had that moment when we had to resist temptation. If you were able to resist, you can thank your brain for that. Specifically, you may be able to thank your mature prefrontal cortex for that, and its ability to weigh risks against rewards. In this lesson, students will consider Sarah-Jayne Blakemore's discussion of risk-taking among adolescents, how her fellow researcher Laurence Steinberg considers these behaviors in terms of adolescent brain development, and how she weighs the data about average adolescent brain development against her analysis of individual brain development data.

You'll begin by polling the class about their own experiences of trying to think something through rationally versus going for the reward. Then, students will read to understand some of the factors that could make some adolescents bigger risk-takers than adults.

Next, students analyze the "dual-systems" model that researcher Laurence Steinberg and others have proposed to explain why some adolescents may be prone to risk-taking behavior.

Students then consider Blakemore's follow-up analysis of individual brain development data to understand how considering the individual data leads Blakemore to a different interpretation of the data than Steinberg.

Students wrap up the lesson by composing a mock excuse note using the information and ideas they have explored in the lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

OPT: Discuss: Are You a Risk Taker? (5 min)

Students answer poll questions to measure their risk-taking behaviors.



CLASS

3

Connect Text: Risky Behavior (15 min)

Students examine some explanations of adolescent risk-taking behavior to distinguish biological causes from other causes.



READING

4

Connect Text: The Biological Model of Risk (10 min)

Students analyze the dual-systems model and the study that tested it in order to evaluate the theory.



READING

5

Connect Text: Average vs. Individual (12 min)

Students analyze how two authors shape their presentations of key information by emphasizing different evidence or by advancing different interpretations of facts.



READING

6

Wrap-Up (5 min)

Students write a brief note to explain their own stage of brain development.



CLASS



7

Exit Ticket (3 min)

Students consider how Blakemore and Steinberg might emphasize different facts when presented with a hypothetical situation.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Review lesson texts.

Students work in pairs in Activity 5.

Exit Ticket

In Activity 7, students consider how Blakemore and Steinberg might emphasize different facts when presented with a hypothetical situation.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.7.8



WORDS TO USE

- Consent
- Scoffed
- Partial
- Aspects
- Indifferent
- Insight
- Nonchalance
- Quips



MATERIALS

The Lobes of the Cerebral Cortex
1 - The Lobes of the Cerebral Cortex

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Inventing Ourselves: The Secret Life of the Teenage Brain
4 - The right sort of risks (part 2)

Exit Ticket Projection



Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Connect Text: Risky Behavior

For your ELL students, you may need to explain certain terms. For example: stereotypes, reckless, avoid, risk-taking, primarily, rare, fatal, paradox, mortality, preventable, complicated, thrill-seeking, result in, contextual, unsupervised, boundaries, constraints, prosecuted, taken into account, propose, elicit, and mature.

+Activity 4, Connect Text: The Biological Model of Risk

Card 2: It is important that students understand the meaning of the term “developmental mismatch” as used in the article. Ensure students understand this concept before completing the activity on their own.

For your ELL students, you may need to explain certain terms. For example: mismatch, get a kick out of, regulating, assumption, MRI, data, analysis, scan, mid/late adolescence, grueling, sufficiently, enable, process, grey matter volume, decline, dramatically, undergo, substantial, and protracted.

You may choose to allow students to work in pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

Assign students to the level of support that matches their needs.

◆ Core

Students analyze the dual-systems model and the study that tested it in order to evaluate the theory.

■ Substantial

This alternate activity reduces the amount of text and directs students to reread specific paragraphs to help students analyze the dual-systems model and the study that tested it in order to evaluate the theory.

**● ■ ELL (Dev) Moderate**

This alternate activity directs students to reread specific paragraphs and provides a key definition to help students analyze the dual-systems model and the study that tested it in order to evaluate the theory.

Activity 5, Connect Text: Average vs. Individual

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.

For your ELL students, you may need to explain certain terms. For example: calculate, average, individual (adjective and noun), separately, blindly, inspection, reached, significant, and recognize.

+Activity 6: Wrap-Up

Assign students to the level of support that matches their needs.

◆ Core

Students write a brief note to explain their own stage of brain development.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides a word bank to help students write a brief note to explain their own stage of brain development.

+Activity 8: Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

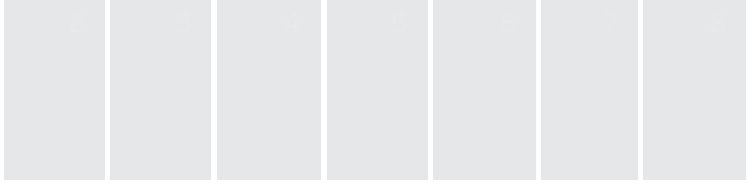


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

CLASS

OPT: Discuss: Are You a
Risk Taker?

OPT: Discuss: Are You a Risk Taker?



Students answer poll questions to measure their risk-taking behaviors.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Project Poll: Select and Discuss - *WHOLE CLASS*

Reflect on the poll results with students:

- Is there a range of answers with each question? (That might suggest that teen behavior varies from individual to individual.)
- Are there an overwhelming majority of students who chose one response over the others? (That might suggest that there are certain behaviors that are much more typical of all teens.)



3

READING

Connect Text: Risky
Behavior



Connect Text: Risky Behavior



Students examine some explanations of adolescent risk-taking behavior to distinguish biological causes from other causes.

Card 1 Instructional Guide

Card 1: Students consider the problems of adolescent risk-taking behavior.

Card 2: Students consider the causes of adolescent risk-taking behavior.

Card 3: Students evaluate Steinberg's approach to explaining adolescent risk-taking behavior.

1. Introduce Activity - **WHOLE CLASS**

2. Activity on Card - **INDIVIDUAL**

3. Discuss Responses - **WHOLE CLASS**

Solutions

1. I don't think it is really that serious. While it is true that risk-taking behavior is more common among adolescents, over 99 percent of all adolescents survive into adulthood.

2. A. Adolescents are very healthy but die from preventable behaviors.

Card 2 Instructional Guide

Card 1: Students consider the problems of adolescent risk-taking behavior.

Card 2: Students consider the causes of adolescent risk-taking behavior.

Card 3: Students evaluate Steinberg's approach to explaining adolescent risk-taking behavior.



1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*

Solutions

3. Parents release control and supervision of children as they get older, and so teens do not have the guidance that they had just a few years earlier.

4. The author said that it is because the prefrontal cortex is not yet fully developed in adolescents that they sometimes have difficulty controlling their behavior. There is a theory that tries to explain this idea in greater detail. It also says there is another part of the brain involved, called the limbic system.

Card 3 Instructional Guide

Card 1: Students consider the problems of adolescent risk-taking behavior.

Card 2: Students consider the causes of adolescent risk-taking behavior.

Card 3: Students evaluate Steinberg's approach to explaining adolescent risk-taking behavior.

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*

Solutions

5. B. Biological: Adolescents' behavior is shaped by brain structure and development.



4

READING

Connect Text: The
Biological Model of Risk



Connect Text: The Biological Model of Risk



Students analyze the dual-systems model and the study that tested it in order to evaluate the theory.

Card 1 Instructional Guide

Card 1: Students identify the functions controlled by the limbic system and prefrontal cortex.

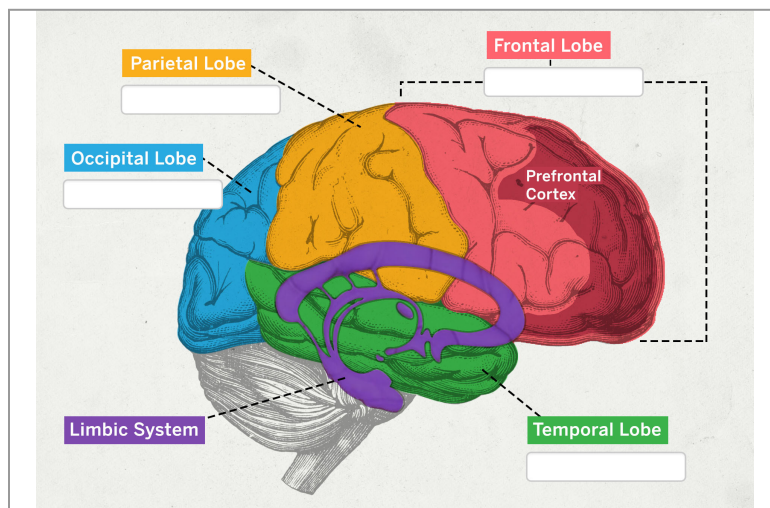
Card 2: Students use the “dual-systems” model to explain teen dangerous driving.

Card 3: Students consider the method used to test the dual-systems model.

1. Introduce Activity - *WHOLE CLASS*

You can project the text that students read in Sub-unit 1, Lesson 5 to refresh their memory:

The Cerebral Cortex





2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



5

READING

Connect Text: Average vs.
Individual



Connect Text: Average vs. Individual



Students analyze how two authors shape their presentations of key information by emphasizing different evidence or by advancing different interpretations of facts.

Card 1 Instructional Guide

Card 1: Students identify the results of Blakemore's analysis of individual brain development data.

Card 2: Students compare how Steinberg and Blakemore think about the "average" teenager.

Card 3: Students discuss whether or not their class homework poll supports individual variation.

1. Read Text Aloud - *WHOLE CLASS*

2. Activity on Card - *PAIRS*

3. Share Responses: Confirm Accurate Understanding - *WHOLE CLASS*

- Make sure that students understand the distinction between average and individual data.
 - When all the individual data is put together and the average growth is calculated, it shows that the prefrontal cortex develops later than the limbic system.
 - However, when you look at the individual data all together, you can see that there is variation in the rates of development between individuals.
 - One analogy is to consider the rates of physical growth among your students. The average growth may be .5 inches a year in middle school; many students will grow less and many students will grow more.



Solutions

1. B.

POLL 4: No or not clear

2. Answers may vary.

No: “This visual inspection of the graphs by all three of us confirmed that there were large differences between individuals in terms of the development of the limbic system and prefrontal cortex.” (This sentence emphasizes the individual differences over the average.) Unclear: “One important conclusion is that individual differences are just as significant as—perhaps even more important than—averages.” (This sentence does not rule out the significance of the average model.)

Card 2 Instructional Guide

Card 1: Students identify the results of Blakemore’s analysis of individual brain development data.

Card 2: Students compare how Steinberg and Blakemore think about the “average” teenager.

Card 3: Students discuss whether or not their class homework poll supports individual variation.

1. Introduce Activity - *WHOLE CLASS*



Both Blakemore and Steinberg are writing about the same topic: adolescent brain development. But each author emphasizes different evidence or uses their interpretations for different purposes.



As you read, analyze how each author shapes the ideas they present. How are their ideas similar? How are their ideas different?

2. Read the Passage from Laurence Steinberg Aloud - *WHOLE CLASS*

3. Activity on Card - *PAIRS*

4. Share Responses: Connect and Explain - *WHOLE CLASS*

Looking at Steinberg’s paragraph compared to Blakemore’s paragraph 18, students should notice that Blakemore states, “there’s no average teenager,” while Steinberg’s paragraph refers to “adolescents” as one group.



Solutions

1. A. all

2. C. individual

3. Answers will vary: Blakemore thinks that the average brain development is useful, but it is also important to remember that there is lots of variety between individuals in terms of brain development. She says there is no such thing as the average teenager. Steinberg thinks it is important to understand average brain development so that it will help us understand typical teenage behavior.

Card 3 Instructional Guide

Card 1: Students identify the results of Blakemore's analysis of individual brain development data.

Card 2: Students compare how Steinberg and Blakemore think about the "average" teenager.

Card 3: Students discuss whether or not their class homework poll supports individual variation.

1. Activity on Card - *PAIRS*

2. Project Poll: Connect and Explain - *WHOLE CLASS*

- Project the earlier poll about homework behavior.
- Note with students whether almost all students answered the same way or whether there was significant variation.



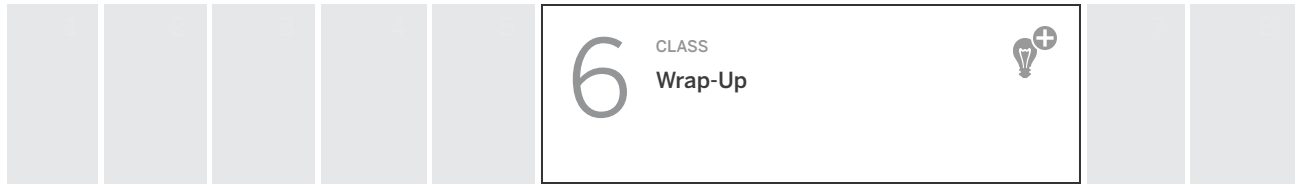
Do you think the biology of your brain development is the key factor that controls your behavior at this age?



What might be some other factors?



Why do you think it is useful to compare and contrast different authors' writing about the same topic?



Wrap-Up

Students write a brief note to explain their own stage of brain development.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*



Exit Ticket



Students consider how Blakemore and Steinberg might emphasize different facts when presented with a hypothetical situation.

Card 1 Instructional Guide

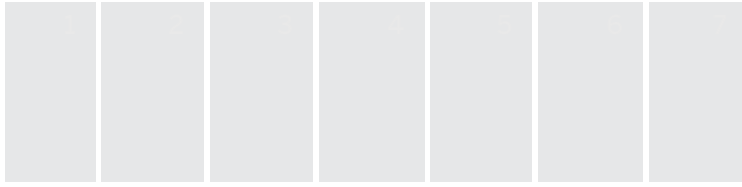
Solutions

1. The driving age should be raised to 21 for everyone.

A. Steinberg: “the fact that teenagers’ ability to control their impulses is immature at the same time that their interest in sensation seeking is stronger than ever makes them vulnerable to making mistakes.”

Teenagers who pass the driving test should be allowed to drive.

B. Blakemore: “This visual inspection of the graphs by all three of us confirmed that there were large differences between individuals in terms of the development of the limbic system and prefrontal cortex.”



8

INDIVIDUAL
Solo

Solo



Students read a passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*, and answer questions that require attention to details and evidence.

Card 1 Instructional Guide



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the next passage from *Inventing Ourselves: The Secret Life of the Teenage Brain*.
2. Highlight and annotate the passage as directed.
3. Answer the questions.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Read the passage from the chapter "The right sort of risks."

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



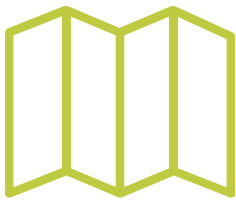
CHALLENGE

WRITING PROMPT:

Read the passage from the chapter "The right sort of risks."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



Lesson 4

Control Yourself



Overview

You might have heard it from a parent, a coach, or a school guidance counselor: "The decisions you make now will affect you for the rest of your life." It turns out there may be scientific evidence to prove they were right. Author and researcher Sarah-Jayne Blakemore says that there is a correlation between people's level of self-control in childhood and a whole host of adult outcomes, including social life, finances, and health.

In lesson 4, students explore the brain's development of self-control and what, if anything, they can do to strengthen it. They first explore the scientific research, including the results of the Marshmallow Test, in which a child is challenged to see if he or she can resist eating a marshmallow for a period of time in order to get a second marshmallow later.

The students work individually or in pairs and pretend to be one of the children who participated in the Marshmallow Test. Each group re-examines the text for evidence about outcomes associated with either higher or lower self-control.

The whole class discusses the groups' findings, and analyzes those findings for possible causes—biological and non-biological—for lower self-control and poor life outcomes.

They finally examine the argument Blakemore makes that it could be possible to intentionally build stronger self-control, and they apply the idea to the case of Phineas Gage.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Discuss: Can You Wait? (6 min)

Students participate in a simple survey to measure their level of self-control.



CLASS

3

Controlling Yourself (15 min)

Students examine the results of experiments on the development and effects of self-control.



READING

4

GROUP 1: I Didn't Eat the Marshmallow (7 min)

Students re-examine the text to identify the correlations both research studies made between self-control and other outcomes.



GROUP

5

GROUP 2: I Ate the Marshmallow (7 min)

Students re-examine the text to identify the correlations both research studies made between lower self-control and other outcomes.



GROUP

6

Discuss: Correlation or Causation (7 min)

Students determine the meanings of the words “correlation” and “causation” and apply these concepts to Moffitt and Caspi's study.



CLASS



7

The Power to Change (10 min)

Students consider ways in which it is possible to build self-control.

READING

8

Wrap-Up (6 min)

Students consider whether or not Phineas Gage could have modified his behavior using mindfulness or other techniques.

CLASS

9

Exit Ticket (4 min)

Students distinguish between the technical meanings of “correlational” and “causal.”

INDIVIDUAL

10

Solo (20 min)

Students read a passage from *The Man Who Mistook His Wife for a Hat*, and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Review lesson texts.

Exit Ticket

In Activity 9, students distinguish between the technical meanings of “correlational” and “causal.”

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by



MATERIALS

Excerpts from The Man Who
Mistook His Wife for a Hat and
Other Clinical Tales
13 - Yes, Father-Sister

Inventing Ourselves: The Secret
Life of the Teenage Brain
4 - The right sort of risks (part 2)

Exit Ticket Projection



emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Controlling Yourself

You may want to explain to students that the article is written in British English.

This reading includes complex terms and concepts. You may want to review the text as a group in advance of completing activities to facilitate comprehension. For this activity, review paragraphs 42–45.

For your ELL students, you may need to explain terms such as “preference,” “immediate,” “delay,” reward,” “?” (pound sterling, the English currency), “imposed,” “tendency,” “impulse control,” “associated with,” “intriguing,” “succumbing,” “avoid,” “resist temptation,” “divert,” and “tantalizing.”

When you assign students to Activity 4 or Activity 5, you may want to assign students who need more support to Activity 5 as the comprehension load in Activity 5 is lower than Activity 4.

Activity 4, I Didn’t Eat the Marshmallow and Activity 5, I Ate the Marshmallow

This reading includes complex terms and concepts. You may want to review the text as a group in advance of completing activities to facilitate comprehension. For this activity, review paragraphs 46–51.

You may want to pair students to complete this activity.

If you pair students for this activity you may want to reduce the amount of reading required by having each student read only one of the two studies and then share findings with their partner. One student should read Mischel’s original study (46) and the other student Moffitt and Caspi’s study (48–51).



For your ELL students, you may need to explain terms such as “correlate,” “interpersonally competent,” “exert,” “self-restraint,” “subset,” “scan,” “in contrast,” “thus,” “able,” “stimuli,” “contribute,” “stable,” “attribute,” “notion,” “related,” “longitudinal,” “aspect,” “hyperactive,” “dependent on,” “financial,” “qualifications,” and “debt.”

You may want to list keywords that will help students locate the examples of higher self-control as they scan the article: positive, higher, better, and more.

+Activity 6, Discuss: Correlation or Causation

This reading includes complex terms and concepts. You may want to review the text as a group in advance of completing activities to facilitate comprehension. For this activity, review paragraphs 52–53.

Students will need to have solid comprehension of the first sentence of paragraph 52. You may want to discuss the meaning of this sentence as a group.

For your ELL students, you may need to explain terms such as “correlational,” “causal,” “association,” “meditation,” “one” (the British use, to refer to people in general), “trial,” “beneficial,” “contribute,” and “carry out.”

Assign students to the level of support that matches their needs.

◆ Core

Students re-examine study results to distinguish between correlation and causation.

■ ● Substantial, ELL (Dev)

This alternate activity provides revised question prompts and sentence starters to help students re-examine study results to distinguish between correlation and causation.

■ ► Moderate, Light

This alternate activity provides revised question prompts and sentence starters to help students re-examine study results to distinguish between correlation and causation.

+Activity 10, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *The Man Who Mistook His Wife for a Hat*, and answer questions that require attention to details and evidence.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

1

VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

CLASS

Discuss: Can You Wait?



Discuss: Can You Wait?

Students participate in a simple survey to measure their level of self-control.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



We have been reading a lot about the kinds of experiments that scientists have done to learn more about the brain. Let's perform a short experiment now.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



What factors did you consider as you made your decisions?

Solutions

4. I think my choices show that I don't mind waiting if there is some benefit at the end of it; I think my choices show that I would rather get something soon and have it rather than wait a long time.



3

READING

Controlling Yourself



Controlling Yourself



Students examine the results of experiments on the development and effects of self-control.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Discuss Responses - *WHOLE CLASS*

3. Group Students - *WHOLE CLASS*

Group 1: Assign half of the class to pretend they are kids who succeeded in the Marshmallow Test. Direct those students to complete the Group 1 activity.

Group 2: Assign half of the class to pretend they are kids who failed the Marshmallow Test. Direct those students to complete the Group 2 activity.

Solutions

1. D. The ability to wait for a later reward

2. Researchers would ask a child of about four years of age to wait alone in a room with a marshmallow on the desk in front of them. The child was told that if he or she did not eat the marshmallow before the researcher came back, then the child would receive a second marshmallow. The researchers video recorded the responses of the children.

3. Some children ate the marshmallow right away; others were able to wait and earned a second marshmallow. Some children sniffed, or even licked, the marshmallow. Others sat on their hands or avoided looking at the treat. The test showed that children can display a wide range of self-control ability.



4

GROUP

GROUP 1: I Didn't Eat the
Marshmallow



GROUP 1: I Didn't Eat the Marshmallow



Students re-examine the text to identify the correlations both research studies made between self-control and other outcomes.

Card 1 Instructional Guide

1. Assign Students - *WHOLE CLASS*

Group 1 (students pretending to be kids who succeeded in the Marshmallow Test) should complete this activity.

Group 2 (students pretending to be kids who failed the Marshmallow Test) should complete the next activity.

2. Activity on Card - *INDIVIDUAL*

The students in this group should collaborate to uncover the life outcomes for children who showed low levels of self-control in the study. They should build on this information and consider the implications of this information for the lives of real people.



What happened to the children who showed high levels of self-control in the study? List the life outcomes for these people.



If you were one of the children in the study, how would you feel about your future?

WRITING PROMPT:

Congratulations! You didn't eat the marshmallow!

1. Reread Blakemore's discussion of the studies on childhood self-control conducted by Walter Mischel, Terrie Moffitt, and Avshalom Caspi.



5

GROUP

GROUP 2: I Ate the
Marshmallow

GROUP 2: I Ate the Marshmallow



Students re-examine the text to identify the correlations both research studies made between lower self-control and other outcomes.

Card 1 Instructional Guide

1. Assign Students - *WHOLE CLASS*

Group 1 (students pretending to be kids who succeeded in the Marshmallow Test) should complete the previous activity.

Group 2 (students pretending to be kids who failed the Marshmallow Test) should complete this activity.

2. Activity on Card - *INDIVIDUAL*

The students in this group should collaborate to uncover the life outcomes for children who showed low levels of self-control in the study. They should build on this information and consider the implications of this information for the lives of real people.



What happened to the children who showed low levels of self-control in the study? List the life outcomes of those people.



If you were one of the children in the study, how would you feel about your future?

WRITING PROMPT:

Uh-oh! You ate the marshmallow!

1. Reread Blakemore's discussion of the studies on childhood self-control conducted by Walter Mischel, Terrie Moffitt, and Avshalom Caspi.



6

CLASS

Discuss: Correlation or
Causation



Discuss: Correlation or Causation



Students determine the meanings of the words “correlation” and “causation” and apply these concepts to Moffitt and Caspi's study.

Card 1 Instructional Guide

1. Introduce Activities - *WHOLE CLASS*



Now we're going to look closely at the technical meanings of two words that frequently appear in scientific writing. It's very important that we understand the meanings of these words.



One of these words is “correlational”; the other is “causal.” As you work on these activities, keep in mind that the root word for “causal” is “cause,” as in “cause and effect.”

2. Activity on Card - *INDIVIDUAL*

3. Share Responses: Connect and Explain - *WHOLE CLASS*

Use student findings to discuss the implications and gaps of these studies.

Make sure that students understand the distinction between “correlational” and “causal.”

- Correlational: Not being able to control the impulse to eat the marshmallow is associated with having bad outcomes, but has not been determined as the cause of those outcomes.
- Causal: Not being able to control the impulse to eat the marshmallow is the reason (cause) these people have bad outcomes.



If you were in the higher self-control group, were you excited by the results of the study?



What if you were a kid with lower self-control?



What connections did you make between self-control and the brain?



What connections did you make between self-control and other factors?



7

READING

The Power to Change



The Power to Change

Students consider ways in which it is possible to build self-control.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Discuss Responses - *WHOLE CLASS*

Solutions

1. C. meditation.
2. According to the author, the purpose of mindfulness training is to build self-control. You can do that by focusing on your thoughts, feelings, and bodily sensations.
3. You could do that by talking to someone, or writing your feelings out on a piece of paper, or making a drawing.



8

CLASS
Wrap-Up

Wrap-Up

Students consider whether or not Phineas Gage could have modified his behavior using mindfulness or other techniques.



Card 1 Instructional Guide

1. Read Aloud - *WHOLE CLASS*
2. Introduce Activity - *WHOLE CLASS*
3. Activity on Card - *INDIVIDUAL*
4. Display Poll Results and Discuss Responses - *WHOLE CLASS*

Solutions

Most adolescents have healthy brains that will eventually develop and give them greater self-control. Phineas's brain was so badly damaged that he probably couldn't have improved no matter what.



9 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students distinguish between the technical meanings of “correlational” and “causal.”

Card 1 Instructional Guide

Solutions

Correct Responses

1. B. causal
2. B. People who showed greater self-control in childhood also showed some better life outcomes.

10

INDIVIDUAL
Solo



Solo



Students read a passage from *The Man Who Mistook His Wife for a Hat*, and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● ELL DEV

■ MODERATE

▲ LIGHT

◆ CORE

⬠ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the passage from *The Man Who Mistook His Wife for a Hat*?
2. Answer the questions.

● ELL DEV

■ MODERATE

▲ SUBSTANTIAL

WRITING PROMPT:

Read the passage from *The Man Who Mistook His Wife for a Hat*?

▲ LIGHT

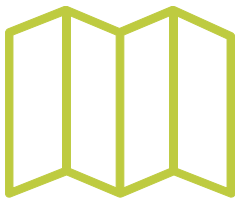
◆ CORE

⬠ CHALLENGE



WRITING PROMPT:

Read the passage from *The Man Who Mistook His Wife for a Hat*.



Lesson 5

Flex Day 3



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, develop reading fluency, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

- **Grammar Practice**

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

- **Fluency: Rate**

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

- **Fluency: Expression**

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

- **Revision Assignment**

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

- **Close Reading and Discussion**

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

- **Write: Analyze One Text**

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

- **Write: Connect Two Texts**

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1**2****Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



WRITING

8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

Solo

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



WORDS TO USE

- Implication



MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Phineas Gage: A Gruesome but True Story About Brain Science
4 - Putting Phineas Together Again

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Grammar

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One Text

**CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

Literary Writing Prompts: Two Texts

Peer Discussion Guidelines

Vocabulary Video for Implication

**CCSS.ELA-LITERACY.W.7.1.A**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1 VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

INDIVIDUAL

Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

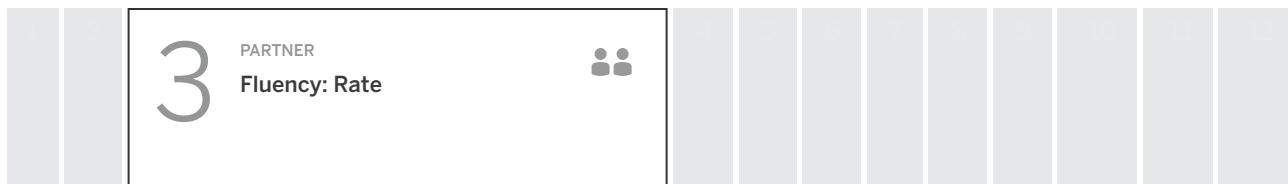
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

**Activities on Card - PAIRS**

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:**3rd Reading**

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.



Card 3 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.
2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - **WHOLE CLASS**

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - **INDIVIDUAL**

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - **WHOLE CLASS**

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - **INDIVIDUAL**

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING

Close Reading and
Discussion

Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.

Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Phineas Gage: A Gruesome but True Story About Brain Science*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.
Card 2: The core text is available here if students are writing about it.



8

WRITING

Write: Connect Two Texts



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.

Connect Two Texts
Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts
Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

Other

5. Respond to the prompt your teacher provides.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

WRITING PROMPT:

Click NEXT to view *Phineas Gage: A Gruesome but True Story About Brain Science*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.
Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure

Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS* (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:



Directions

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



12 INDIVIDUAL
Solo 

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that if you like.
3. Fill in your answers, at right, and hand them in.

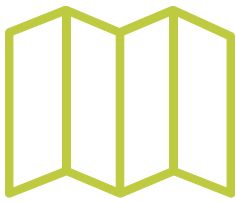




Sub-unit 3

The Man Who Mistook His Wife for a Hat





Lesson 1

A Modern Phineas



Overview

The story of Phineas Gage is certainly extraordinary, but is it possible that even a scenario as remarkable as Phineas's might not be unique? Your class will dig into scientific research in order to find out.

In this lesson, students will revisit the case studies in the *Perception Academy* Quest and compare each one with the case of Phineas Gage. Students will need to have completed both the Quest and the previous sub-unit's final Solo (in which they read the last chapter from *Phineas Gage*) to be prepared for this lesson.

Students spend the first part of the lesson reviewing the chapter, "Putting Phineas Together Again." They confirm their understanding of the location in the brain of the frontal lobes and then identify behaviors that resulted from the damage Phineas suffered to his frontal lobes. Next, students reread the case studies that they encountered in the Quest to identify the patient (Mrs. B.) whose behavior most resembles the behavior that Phineas exhibited after his accident. Lastly, students write a short comparative piece focusing on the similarities of the cases of Phineas and Mrs. B.

Note that each student will of course be most familiar with the case study that they were assigned during the Quest. Therefore, those students who were assigned the case of Mrs. B. will have a slight advantage in this lesson. However, all the students will have at least heard about Mrs. B. during the Quest, so her circumstances will be somewhat known to everyone.



Lesson at a Glance

ACTIVITY

Vocabulary Activity



VOCABULARY

1

2

Select Text: Frontal Lobe Damage (8 min)

Students return to the text about Phineas Gage to identify the location of the frontal cortex/lobes and to highlight and record symptoms of damage to those areas of the brain.



READING

3

Select Text: Similar Behaviors (15 min)

Students identify one patient who exhibits symptoms/behaviors associated with frontal lobe damage.



READING

4

Select Text: Mrs. B.'s Symptoms (7 min)

Students revisit the case of Mrs. B. to highlight any additional symptoms (or details) that they did not find during the previous activity.



READING

5

Write (10 min)

Students draw evidence from both texts to compare Phineas Gage's symptoms of frontal lobe damage to those of Mrs. B.



WRITING

6

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS



7

Exit Ticket

Students compare and contrast the writing of Fleischman and Sacks.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* and answer questions that require attention to details and evidence.

INDIVIDUAL

9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

Make sure that students have done the Solo reading (Chapter 4 from *Phineas Gage*) in sub-unit 2, Lesson 5. It is also important for students to have completed the *Perception Academy* Quest.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students compare and contrast the writing of Fleischman and Sacks.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.W.7.9.A

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.



MATERIALS

Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*
13 - Yes, Father-Sister

Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*
2 - The Lost Mariner

Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*
8 - Eyes Right!

Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*
11 - Cupid's Disease

Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*
1 - The Man Who Mistook His Wife for a Hat

Phineas Gage: A Gruesome but True Story About Brain Science
4 - Putting Phineas Together Again

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

The Brain
1 - The Brain

**CCSS.ELA-Literacy.L.7.4.D**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[Vocabulary video- Abate](#)[Exit Ticket Projection](#)**CCSS.ELA-Literacy.L.7.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Select Text: Frontal Lobe Damage

If students are having difficulty reading and understanding this text, instruct them to use the illustration of the human head to understand where the frontal lobes are in the brain.

If students are having difficulty locating the symptoms of frontal lobe damage in the reading, instruct them to scan the text for the term “frontal lobe damage.” The symptoms are included in paragraph 2.

Activity 3, Select Text: Behavior Found in Patients Like Phineas

Encourage students who are reading below grade level to only look for behaviors in each case study that indicate unpredictability or trouble with getting along with people.

You may choose to pair students who are reading below grade level for this activity. Assign each student to read two different case studies and then share their findings with each other.

If students need more substantial support with reading these texts, read the case studies aloud first. Alternatively, have students work in a small group where each student can focus on one case study and then share with the group.

Activity 4, Select Text: Mrs. B.’s Symptoms

Use the over-the-shoulder conference guides to support students’ individual needs.

For your ELL students, you may need to explain terms such as “present with,” “rapid,” “facetious,” “high-spirited,” “a riot,” “crack a (joke),” “teasingly,” “draw attention to,” “a brave show,” “bear no expression,” and “de-souled.”

If students had difficulty with the previous activity, have them work with a partner on this activity.

+Activity 5, Write

Use the over-the-shoulder conference guides to support students’ individual needs while they are writing. Assign students to the level of support that matches their needs.



◆ Core

Students compare the cases of Phineas Gage and Mrs. B.

■ Substantial

This alternate Writing Prompt reduces the amount of text, provides evidence from the text, guiding questions, and sentence starters to help students compare the cases of Phineas Gage and Mrs. B.

● ELL (Dev)

This alternate Writing Prompt provides evidence from the text, a guiding question, and sentence starters to help students compare the cases of Phineas Gage and Mrs. B.

■ Moderate

This alternate Writing Prompt provides guiding questions and sentence starters to help students compare the cases of Phineas Gage and Mrs. B.

► Light

This alternate Writing Prompt provides sentence starters to help students compare the cases of Phineas Gage and Mrs. B.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the number of questions students will answer about the passage.

Activity 9, EXTRA: Additional Text Writing Prompt

This extra Writing Prompt instructs students to read a poem and analyze the way the brain is described. The prompt is designed for additional practice with reading and writing skills from this lesson.

1

VOCABULARY
Vocabulary Activity

V

Vocabulary Activity

Card 1 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:

Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

READING

Select Text: Frontal Lobe
Damage



Select Text: Frontal Lobe Damage



Students return to the text about Phineas Gage to identify the location of the frontal cortex/lobes and to highlight and record symptoms of damage to those areas of the brain.

Card 1 Instructional Guide

1. Introduce Lesson - *WHOLE CLASS*



Today, we are returning to the book about Phineas Gage. We'll look back at his case so that we can compare it to the case studies from Oliver Sacks's text, *The Man Who Mistook His Wife for a Hat*, that we learned about in *Perception Academy*.



First, let's read this final chapter from *Phineas Gage* to remember some of the details of Phineas's injury and the symptoms he suffered as a result.

2. Activity on Card - *INDIVIDUAL*

3. Share and Post Answers - *WHOLE CLASS*

Write answers on the board to use for reference later. This list of behaviors will be helpful to students when they are writing their essays.

Solutions

1. A



2. Paragraph 2

"patients with frontal lobe damage have trouble making decisions" (4)

"they perform well on logic and math tests but make strange choices in trading situations" (5)

"Their emotional responses are unpredictable." (6)

"They seem out of step emotionally with the rest of the world." (7)

Paragraph 3

"Any damage to the frontal cortex can change behavior and personality forever" (4)

"All have trouble making decisions on personal or social matters." (8)

"All react with little empathy and seem to find emotion a foreign language." (9)

Paragraph 5

"The emotional colors of their world seem to have drained away." (3)

"They realize the game is rigged to favor a 'slow but steady' strategy against a 'risk-all' strategy, but they still play 'risk-all.' " (7)

3.

Trouble making decisions

Unpredictable emotional responses

Difficulty socializing

WRITING PROMPT:

2. Read the text to find descriptions of the unusual behaviors or symptoms of patients who have frontal lobe damage. Highlight the descriptions in blue.



3

READING

Select Text: Similar
Behaviors



Select Text: Similar Behaviors



Students identify one patient who exhibits symptoms/behaviors associated with frontal lobe damage.

Card 1 Instructional Guide

Card 1: Students read a passage about Jimmie to try to identify behavior similar to that of Phineas Gage.

Card 2: Students read a passage about Miguel.

?Card 3: Students read a passage about Mrs. B.

Card 4: Students read a passage about Dr. P.

Card 5: Students respond to a poll to indicate which case is most similar to the case of Phineas Gage.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Directions

1. Read this case study about Jimmie. If you previously read this case study in *Perception Academy*, read it again to refresh your memory.
2. Highlight any behaviors that seem similar to those of Phineas Gage.

Card 2 Instructional Guide

Card 1: Students read a passage about Jimmie to try to identify behavior similar to that of Phineas Gage.?

Card 2: Students read a passage about Miguel.

?Card 3: Students read a passage about Mrs. B.

Card 4: Students read a passage about Dr. P.

Card 5: Students respond to a poll to indicate which case is most similar to the case of Phineas Gage.

**Activity on Card - *INDIVIDUAL***

WRITING PROMPT:

Directions

1. Read this case study about Miguel. If you previously read this case study in *Perception Academy*, read it again to refresh your memory.
2. Highlight any behaviors that seem similar to those of Phineas Gage.

Card 3 Instructional Guide

Card 1: Students read a passage about Jimmie to try to identify behavior similar to that of Phineas Gage.?

Card 2: Students read a passage about Miguel.

?Card 3: Students read a passage about Mrs. B.

Card 4: Students read a passage about Dr. P.

Card 5: Students respond to a poll to indicate which case is most similar to the case of Phineas Gage.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Directions

1. Read this case study about Mrs. B. If you previously read this case study in *Perception Academy*, read it again to refresh your memory.
2. Highlight any behaviors that seem similar to those of Phineas Gage.



Card 4 Instructional Guide

Card 1: Students read a passage about Jimmie to try to identify behavior similar to that of Phineas Gage.?

Card 2: Students read a passage about Miguel.

?Card 3: Students read a passage about Mrs. B.

Card 4: Students read a passage about Dr. P.

Card 5: Students respond to a poll to indicate which case is most similar to the case of Phineas Gage.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Directions

1. Read this case study about Dr. P. If you previously read this case study in *Perception Academy*, read it again to refresh your memory.
2. Highlight any behaviors that seem similar to those of Phineas Gage.

Card 5 Instructional Guide

Card 1: Students read a passage about Jimmie to try to identify behavior similar to that of Phineas Gage.?

Card 2: Students read a passage about Miguel.

?Card 3: Students read a passage about Mrs. B.

Card 4: Students read a passage about Dr. P.

Card 5: Students respond to a poll to indicate which case is most similar to the case of Phineas Gage.

1. Activity on Card - *INDIVIDUAL*

2. Project Poll Results: Collaborate and Refine - *WHOLE CLASS*

Ask students to share the evidence that they highlighted in the case studies to support their answers.

Solutions

Poll:

Correct response: Mrs. B.



All quotes from Chapter 13, "Yes, Father-Sister"

Paragraph 1

"rapid personality change" (1) " 'She no longer seems to care about anything at all.' " (2)

Paragraph 2

"she seemed high-spirited, volatile" (1)

Paragraph 16

" 'They mean nothing—nothing to me. *Nothing means anything...*at least to me.' " (9–10)

Paragraph 19

"Her face bore no deeper expression whatever. Her world had been voided of feeling and meaning." (4–5)



4

READING

Select Text: Mrs. B.'s
Symptoms



Select Text: Mrs. B.'s Symptoms



Students revisit the case of Mrs. B. to highlight any additional symptoms (or details) that they did not find during the previous activity.

Card 1 Instructional Guide

Card 1: Students revisit the case of Mrs. B. to highlight any additional symptoms and to evaluate how her symptoms compare to the general symptoms of frontal lobe damage.

Card 2: Students compare how Fleischman evaluates case studies for patients with frontal lobe damage to how Sacks analyzes Mrs. B.'s case.

1. Activity on Card - *INDIVIDUAL*

2. Connect and Explain - *WHOLE CLASS*

During the discussion, ask students to compare Mrs. B.'s specific symptoms to the list of symptoms of frontal lobe damage that you created as a class during Activity 2. (This list should still be on the board.)



On-The-Fly Support

ON TRACK

Students who have found examples of how Mrs. B.'s behaviors match those of someone with frontal lobe damage.



You highlighted the evidence that Mrs. B. no longer cares about her friends, or anything at all. Your explanation about how this shows she has trouble socializing convinced me it could be frontal lobe damage.

NEEDS SUPPORT

Students who are having difficulty locating behaviors that show Mrs. B. could have frontal lobe damage.



I see you're having difficulty choosing items to highlight in the text. Let's review your list of symptoms of frontal lobe damage here on the card. Do any of these sound like Mrs. B.'s symptoms? I agree, she also has trouble in social situations.

NEEDS SUPPORT

Students who can't explain why their highlights are examples of frontal lobe damage.



I agree that "rapid personality change" and "impulsive" are odd behaviors. Now you need to see if these behaviors match any of the symptoms of frontal lobe damage. Review your list of symptoms on the card. Yes, these two behaviors are examples of the symptom "unpredictable emotional responses."

Solutions

POSSIBLE SYMPTOMS FROM MRS. B.

1. Paragraph 1

"rapid personality change" (1)

"impulsive" (1)

" 'superficial' " (1)

" 'She no longer seems to care about anything at all.' " (2)

Paragraph 2

"volatile" (1)

Paragraph 16

" 'Nothing means anything...at least to me.' " (11)

Paragraph 19

"Her face bore no deeper expression whatever." (4)

"Her world had been voided of feeling and meaning." (5)

"Nothing any longer felt 'real' (or 'unreal')." (6)

Paragraph 20

"uncaring, indifferent" (1)

Paragraph 21

"Mrs B., though acute and intelligent, was somehow not present—'de-souled'—as a person." (1)

WRITING PROMPT:



1. Take another look at Mrs. B.'s case study. Highlight any additional details about her symptoms or behaviors that seem unusual.

Card 2 Instructional Guide

Card 1: Students revisit the case of Mrs. B. to highlight any additional symptoms and to evaluate how her symptoms compare to the general symptoms of frontal lobe damage.

Card 2: Students compare how Fleischman evaluates case studies for patients with frontal lobe damage to how Sacks analyzes Mrs. B.'s case.

1. Activity on Card - *INDIVIDUAL*

2. Discuss Answers - *WHOLE CLASS*

Solutions

1.

Focuses on the case of a specific brain injury patient = Sacks

Describes the methods of modern-day brain scientists = Fleischman

Discusses the effects of brain injuries = Both

Presents several individual cases of brain injury patients = Neither

2. Fleischman's writing includes a lot of details about research methods and studies involving patients with frontal lobe damage. He focuses more on the scientists than on the patients. Sacks's writing seems more personal. He attempts to analyze the effects of frontal lobe damage by talking with patients and learning about their experiences.



5

WRITING
Write

Write



Students draw evidence from both texts to compare Phineas Gage's symptoms of frontal lobe damage to those of Mrs. B.

Card 1 Instructional Guide

**ELL DEV**

WRITING PROMPT:

How are the cases of Phineas Gage and Mrs. B similar? How are they different? Describe one symptom of frontal lobe damage that is similar for Phineas and Mrs. B. and one symptom that is different for Phineas and Mrs. B.

Choose one or two of these sentence starters to help you get started writing.

- **Frontal lobe damage can cause _____.**
- **Mrs. B. suffered from _____.**
- **Phineas also suffered from _____.**
- **Their symptoms are (similar/different) because _____.**

(To reference *Phineas Gage*, Chapter 4, click NEXT.)

**MODERATE**

WRITING PROMPT:

How are the cases of Phineas Gage and Mrs. B. similar? How are they different?



Choose one or two of these sentence starters to help you get started writing.

- Frontal lobe damage can cause _____.
- Mrs. B. suffered from _____.
- Phineas also suffered from _____.
- Their symptoms are (similar/different) because _____.

(To reference *Phineas Gage*, Chapter 4, click NEXT.)



LIGHT

WRITING PROMPT:

How are the cases of Phineas Gage and Mrs. B. similar? How are they different?

Choose one or two of these sentence starters to help you get started writing.

- Frontal lobe damage can cause _____.
- Mrs. B. suffered from _____.
- Phineas also suffered from _____.
- Their symptoms are (similar/different) because _____.

(To reference *Phineas Gage*, Chapters 1 and 4, click NEXT.)



SUBSTANTIAL

WRITING PROMPT:

How are the cases of Phineas Gage and Mrs. B. similar? How are they different? Describe one symptom of frontal lobe damage that is similar for Phineas and Mrs. B. and one symptom that is different for Phineas and Mrs. B.

Choose one or two of these sentence starters to help you get started writing.

- Frontal lobe damage can cause _____.
- Mrs. B. suffered from _____.



- Phineas also suffered from _____.
- Their symptoms are (similar/different) because _____.

(To reference *Phineas Gage*, Chapter 1, click NEXT.)



CORE



CHALLENGE

WRITING PROMPT:

How are the cases of Phineas Gage and Mrs. B. similar? How are they different?

(To reference *Phineas Gage*, Chapters 1 and 4, click NEXT.)



6

CLASS

Share: Writing



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Cards 3–4: Students can refer to the *Phineas Gage* text on these cards.

Share Writing - **WHOLE CLASS**

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Cards 3–4: Students can refer to the *Phineas Gage* text on these cards.

Activity on Card - **INDIVIDUAL**

WRITING PROMPT:

Original Writing Prompt



How are the cases of Phineas Gage and Mrs. B. similar? How are they different?

Card 3 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

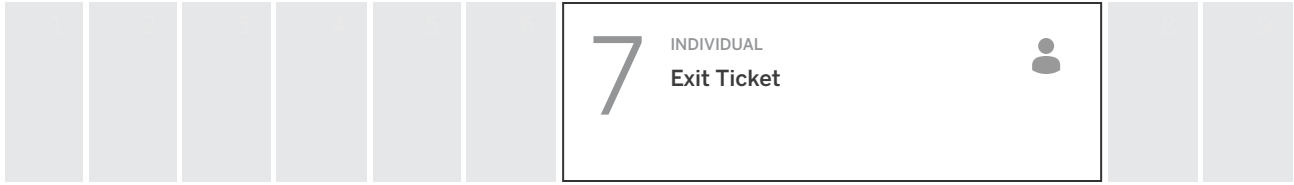
Cards 3–4: Students can refer to the Phineas Gage text on these cards.

Card 4 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Cards 3–4: Students can refer to the Phineas Gage text on these cards.



Exit Ticket

Students compare and contrast the writing of Fleischman and Sacks.

Card 1 Instructional Guide

Solutions

Correct Response

C. Fleischman describes how scientists study modern-day brain injuries, while Sacks describes a meeting with a brain injury patient.



8
INDIVIDUAL
Solo

Solo



Students read a passage from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the passage from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*.
2. Answer the questions.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Read the passage from "Eyes Right!"

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



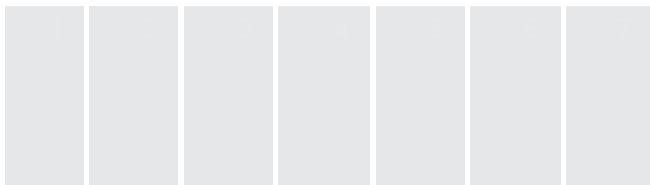
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the passage from "Eyes Right!"

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



9

EXTRA

Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Informative** prompt in response to one text
- Prompt 2: **Argumentative** prompt synthesizing two texts

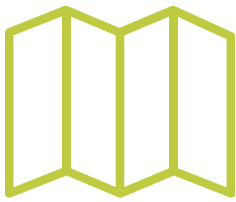
3. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Writing Prompt 1 (Informative): Describe Emily Dickinson's tone (attitude) toward the brain in her poem "The Brain." Use evidence from the text to support your ideas.

Writing Prompt 2 (Argumentative): Choose an excerpt from *The Man Who Mistook His Wife for a Hat* and argue whether the scientific observations are supported by Dickinson's description of the brain in "The Brain." Use evidence from both texts to support your claim.





Lesson 2

Flex Day 4



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, develop reading fluency, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**

Invite students to warm up in the Vocabulary app just as they would in any other lesson.

- **Grammar Practice**

Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.

- **Fluency: Rate**

Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.

- **Fluency: Expression**

Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.

- **Revision Assignment**

Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.

- **Close Reading and Discussion**

Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with a writing or work visually activity.

- **Write: Analyze One Text**

Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

- **Write: Connect Two Texts**

Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



VOCABULARY

2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING

7	Write: Analyze One Text (15 min) Students create a new piece of writing analyzing one text.	 WRITING
8	Write: Connect Two Texts (15 min) Students create a new piece of writing connecting two texts.	 WRITING
9	Work Visually: Key Ideas and Details (15 min) Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.	 READING
10	Work Visually: Craft and Structure (15 min) Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.	 READING
11	Work Visually: Integration of Knowledge and Ideas (15 min) Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).	 READING
12	Solo Students have time for independent reading. Let them know that this activity is not optional.	 INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



WORDS TO USE

- Insight



MATERIALS

Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One
Text

Literary Writing Prompts: Two
Texts

Peer Discussion Guidelines

Excerpts from The Man Who
Mistook His Wife for a Hat and
Other Clinical Tales
1 - The Man Who Mistook His Wife
for a Hat

Excerpts from The Man Who
Mistook His Wife for a Hat and
Other Clinical Tales
2 - The Lost Mariner

Vocabulary Video for Insight

**CCSS.ELA-LITERACY.RI.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

Revision Assignment — Response to Text: Focus and Use of Evidence

Revision Assignment — Personal Narrative: Focus and Showing

Revision Assignment — Grammar

**CCSS.ELA-LITERACY.W.7.1.A**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

1 VOCABULARY
Vocabulary Activity

V



Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.



2

INDIVIDUAL

Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

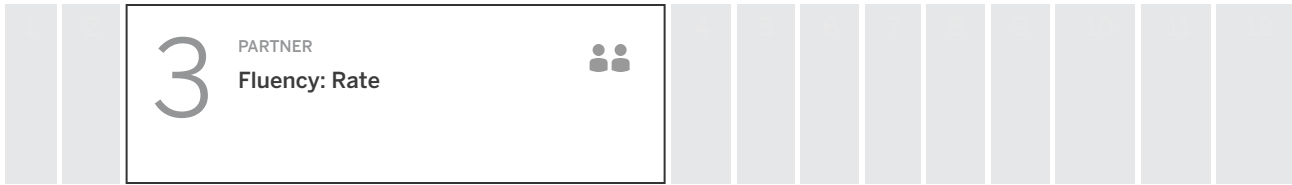
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activity on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activity on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

**Activity on Card - PAIRS**

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activity on Card - PAIRS

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - INDIVIDUAL

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.



Card 3 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.
2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - **WHOLE CLASS**

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - **INDIVIDUAL**

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you're arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING

Close Reading and
Discussion

Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.

Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.
Card 2: The core text is available here if students are writing about it.



8

WRITING

Write: Connect Two Texts



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.

**Connect Two Texts**

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view Excerpts from *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details



Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure

Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS* (optional)

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:



Directions

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - *WHOLE CLASS*

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas



Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



12

INDIVIDUAL
Solo

Solo

Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

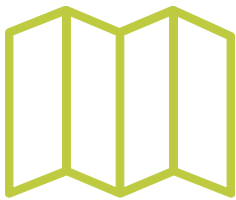
Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that if you like.
3. Fill in your answers, at right, and hand them in.





Lesson 3

Comparing Visual Neglect to “Eyes Right”



Overview

Like the lesson in which students compared Mrs. B. to Phineas Gage, this lesson asks students to compare two case studies to each other. This time, however, instead of writing about the comparison themselves, students look at a sample essay written by someone else and discuss how effectively the essay explains the evidence.

The case studies that the students compare in this lesson, one in the form of a video and one in a text, are familiar because they are from the *Perception Academy* Quest. Consider showing the video two or even three times to make sure that students have carefully observed Peggy's behavior. After each showing, see what new behavior students noticed.

Note that the student essay is not a model of what students will write in the essay sub-unit. It is an example of strong writing that compares two patients—and allows students to examine more and less effective ways to make these comparisons and explain scientific concepts.

Skill Practice:

Students will integrate their understanding of the points of comparison in both case studies to analyze the strength of the claim and evidence in a sample essay that compares the text and the video.

Connections to Other Lessons:

The three lessons based on the case studies from *The Man Who Mistook His Wife for a Hat* give students practice in writing comparisons in preparation for the essay. In the first two lessons, students worked on writing their own comparisons. Now students look at another student's longer comparison and critique it.

Lesson at a Glance

ACTIVITY		
1	Vocabulary Activity Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.	 VOCABULARY
2	Discuss: Compare Case Studies (15 min) Students compare the cases of Peggy and Mrs. S.	 CLASS
3	Select Text: Analyze an Essay (15 min) Students read an essay comparing Peggy's case study to that of Mrs. S. To analyze the essay, they find the claim, evidence, and descriptions of the evidence.	 READING
4	Wrap-Up (5 min) Students discuss the case studies that they found most impactful throughout the unit.	 CLASS
5	Exit Ticket (4 min) Students review a series of sentences to determine claim, evidence, and explanation.	 INDIVIDUAL
6	Solo (12 min) Students read a poem by Emily Dickinson and answer questions that require attention to details and evidence.	 INDIVIDUAL



Preparation

Read and familiarize yourself with the sample essay.

Exit Ticket

In Activity 5, students review a series of sentences to determine claim, evidence, and explanation.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).



WORDS TO USE

- Reconciliation



MATERIALS

Excerpts from The Man Who Mistook His Wife for a Hat and Other Clinical Tales
8 - Eyes Right!

Sample Essay: Seeing Only One Side of Things
1 - Seeing Only One Side of Things

The Brain
1 - The Brain

Visual Neglect Video

Vocabulary Video for Reconciliation

Exit Ticket Projection

**CCSS.ELA-Literacy.SL.7.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Discuss: Compare Case Studies

Card 1: You may choose to allow students to watch the video through once, and then watch it at least one more time to take notes. You should pause the video periodically to allow students to take notes during the second (and any additional) viewings, as it can be difficult to watch and take notes simultaneously.

Card 2: If students are having difficulty understanding what Mrs. S. can and cannot do, read the text aloud for the class as students follow along. Ask students to raise their hands when they hear a behavior, then name the behavior, and act it out. Write the behaviors on the board.

Assign students to the level of support that matches their needs.

◆ Core

Students compare the cases of Peggy and Mrs. S.

■ Substantial

This alternate activity provides content from the previous activity to support students as they compare the cases of Peggy and Mrs. S.



Activity 3, Select Text: Analyze an Essay

If several students in your class are reading below grade level, you may choose to read the essay out loud once before students reread and complete the activity.

+Activity 6, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a poem by Emily Dickinson and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activity

V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

CLASS

Discuss: Compare Case
Studies

Discuss: Compare Case Studies



Students compare the cases of Peggy and Mrs. S.

Card 1 Instructional Guide

Card 1: Students make observations about the impact of Peggy's brain injury.

Card 2: Students make observations about the impact of Mrs. S.'s brain injury.

Card 3: Students compare the details of the cases of Peggy and Mrs. S.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



What would you do if you were in Peggy or Mrs. S.'s situation? Can you think of any other solutions?

Solutions

7. They both suffered a stroke.
Both had damage to the parietal lobe.
Both have healthy eyes.
Both have lost the concept of one side.
8. Different locations in the brain are responsible for different functions. Even the concepts of "left" and "right" are made possible by a part of our brain. If a part of our brain is damaged, then we could lose certain brain functions.



Card 2 Instructional Guide

Card 1: Students make observations about the impact of Peggy's brain injury.

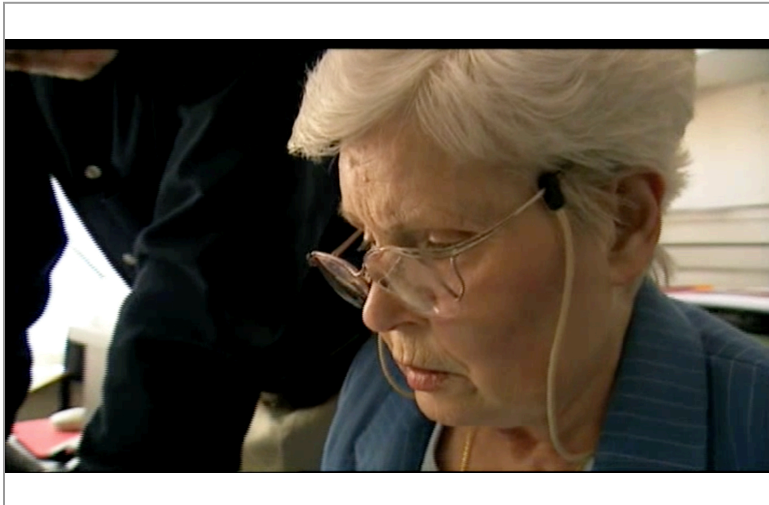
Card 2: Students make observations about the impact of Mrs. S.'s brain injury.

Card 3: Students compare the details of the cases of Peggy and Mrs. S.

1. Introduce Activity - *WHOLE CLASS*

Play Visual Neglect video

Give students time after the video is over to write down their responses. Replay the video at least one more time to see if students notice anything new.



2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



How do you know her eyes are fine?



SUBSTANTIAL

WRITING PROMPT:

Review your lists of symptoms for Peggy and Mrs. S., then answer the questions.



3

READING

Select Text: Analyze an
Essay

Select Text: Analyze an Essay



Students read an essay comparing Peggy's case study to that of Mrs. S. To analyze the essay, they find the claim, evidence, and descriptions of the evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

Your students will be examining a sample essay to see how the writer establishes a claim, presents evidence to support the claim, and explains the evidence.

Share and discuss the projection to help students think about the kinds of evidence they might encounter in a text:

Types of Evidence

Your teacher always asks you to support your claims with **evidence**.
A writer can use many different kinds of evidence:

- **a fact**
The Titanic departed on its first and only journey on April 10, 1912.
- **a statistic**
Sixty-four percent of Americans say they are happy in their marriage.
- **a direct quote**
As Stephen Hawking said, "However difficult life may seem, there is always something you can do and succeed at."

2. Activity on Card - *INDIVIDUAL*

3. Discuss Response - *WHOLE CLASS*

Project the text from your screen and point to the sentences as students share.



What kind of evidence did you mostly find in this essay?



What other kinds of evidence do you think the writer could have used?



4

CLASS
Wrap-Up



Wrap-Up

Students discuss the case studies that they found most impactful throughout the unit.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

Remind students about the additional case studies they have explored throughout the unit. Encourage them to recall as many details about each case as possible.

2. Discuss Responses - *WHOLE CLASS*

WRITING PROMPT:

Throughout this unit, we have discussed interesting cases in brain science and explored the discoveries that scientists made by investigating the cases:

- Phineas Gage suffered damage to his frontal cortex which radically changed his personality.
- Mrs. S. suffered a stroke that damaged her parietal lobe and took away her ability to see anything on the left side of her vision.
- Jimmie was a grey-haired war veteran whose memory was frozen in 1945, when he was only 19 years old.

1. Which of these, or any of the other cases in this unit, did you find most shocking?

2. What do these cases tell us about...

- our personalities?
- our interests?
- our brain functions?

3. If you were a brain scientist, what part of the brain would you most like to research?



Exit Ticket

Students review a series of sentences to determine claim, evidence, and explanation.



Card 1 Instructional Guide

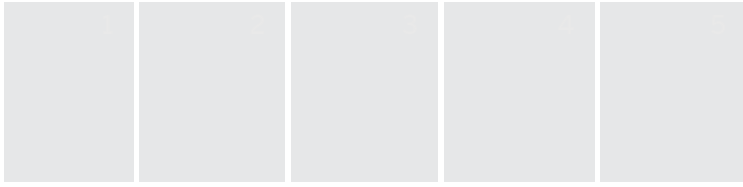
Solutions

Correct Responses

Claim: **Sometimes the brain is more important than the eyes in helping us to see our world.**

Evidence: **"The parietal lobes are concerned mainly with creating a...layout of the world," the researcher said.**

Explanation: **It was Peggy's parietal lobe that was damaged, destroying everything on the left-hand side of her mental map.**



6

INDIVIDUAL
Solo

Solo



Students read a poem by Emily Dickinson and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

**ELL DEV****MODERATE****LIGHT****CORE****CHALLENGE****SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Read the poem, "The Brain."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the poem "The Brain."

Highlight two places in your reading that grabbed your attention.

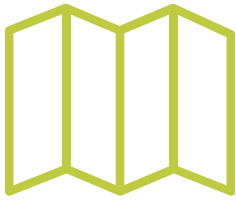
Add a note to describe what you noticed and think about each place in the text.



Sub-unit 4

Write an Essay





Lesson 1

Writing a Claim & Body Paragraph 1



Overview

In this lesson, you'll get students started on their essays by introducing them to the prompt and helping them break down the steps that they'll take to answer it. The goal of this lesson is for students to end with a strong body paragraph that compares Phineas's behaviors after his accident to those of adolescents. They are not an exact match. So, start students off by looking at how Sarah-Jayne Blakemore characterizes adolescent behavior, and then have students look back to see if they can find any behavior displayed post-accident by Phineas that is similar to the behavior of adolescents.

Note that this is the first time students will be writing an essay using two sources instead of one. The work that students did comparing the case studies from *The Man Who Mistook His Wife for a Hat* should have prepared them a bit for this moment.

Key terms for this lesson are “claim” and “textual evidence.” Some students may need a reminder of what these terms mean.

NOTE: Amplify uses the term “claim” consistently in all essay assignments rather than alternating between “claim,” “thesis statement,” and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

Connections to Other Lessons:

This is the first of five lessons in which students put together an essay. In Lesson 1, students focus on gathering evidence and drafting a claim statement. In Lesson 2, students draft their body paragraphs. In Lesson 3, students work at their own pace to complete their body paragraphs, reconsider and refine their claim statements, and—if time allows—consider a counterargument. In Lesson 4, students strengthen their use of evidence and write an introduction. In Lesson 5, students write a short conclusion and edit their completed essays. If students miss a particular lesson, they will need to navigate back to that lesson to complete the missed work.



Lesson at a Glance

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



VOCABULARY

2

Present: Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson to examine the topic and select relevant content.



CLASS

3

Select Text: Adolescent Behavior (8 min)

Students reread text to highlight and list four examples of adolescent behavior.



INDIVIDUAL

4

Select Text: Phineas's Behavior (8 min)

Students reread to find examples of Phineas's behaviors after his accident to compare to the adolescent behaviors they found in *Inventing Ourselves: The Secret Life of the Teenage Brain*.



INDIVIDUAL

5

Write: Making a Claim (8 min)

Students draft a preliminary claim statement to begin to clarify the argument they will develop in paragraph 1.



WRITING

6

Write: Body Paragraph 1 (10 min)

Using their lists as jumping-off points, students develop their observations about how Phineas's behavior compares to that of an adolescent.



WRITING



7

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

CLASS

8

Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.

INDIVIDUAL

9

Solo (25 min)

Students continue to work on their essays.



INDIVIDUAL



Preparation

1. Review all five lessons in this essay writing sequence.
2. Please review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.
3. Print the Essay Graphic Organizer PDF and the Brain Science Essay Sentence Starters PDF for students who would benefit from these supports.

Before Next Lesson

Review students' first body paragraphs to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice during the essay lessons.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



WORDS TO USE

- Speculate



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Grade 7 Essay Rubric

Vocabulary Video for Speculate

Essay Graphic Organizer

Brain Science Essay Sentence Starters

Inventing Ourselves: The Secret Life of the Teenage Brain
1 - Adolescence isn't an aberration

**CCSS.ELA-Literacy.L.7.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Brain Science Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

**Activity 3, Select Text: Adolescent Behavior**

Direct struggling readers to focus on paragraphs 2 and 6–10.

If students need support understanding the language in this text, lead a discussion about the adolescent behaviors they read about including taking risks, making impulsive decisions, and changing mood quickly. Students may not have four behaviors to identify.

Activity 4, Select Text: Phineas's Behavior

If students are struggling to read or understand this text, direct them to focus on paragraphs 32 and 33.

Students with processing or executive functioning issues may get overwhelmed at the steps involved in this activity.

Explain that students need to begin with rereading and highlighting Phineas's behavior that sounds like adolescent behavior. Once students have done this, prompt them to write these behaviors down.

Activity 5, Write: Making a Claim

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 6, Write: Body Paragraph 1

Use the over-the-shoulder conference guides to support students' individual needs.



1

VOCABULARY

Vocabulary Activity

V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

CLASS

Present: Essay Prompt and
Calendar



Present: Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson to examine the topic and select relevant content.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Introduce Essay Prompt - *WHOLE CLASS*

Project the Essay Prompt and read it aloud.



You have learned many things in this unit that will help you write this essay.



What are some of the readings and skills/activities that you might think back to as you try to answer this question?

Texts:

- *Phineas Gage: A Gruesome but True Story About Brain Science*
- *Inventing Ourselves: The Secret Life of the Teenage Brain*

Skills:

- Describing what different parts of the brain do
- Explaining how the brain develops in adolescence
- Connecting a specific injury to changes in behavior
- Writing comparisons about behaviors



- Applying knowledge of the brain to think through possible explanations for behaviors.



Now, even though you have already done all of these things, it is a challenge to pull together an essay that communicates what you understand and think.



We will go through the usual steps, starting by rereading for evidence and then writing one part of the comparison.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to preview the work students will complete in today's lesson.



3

INDIVIDUAL

Select Text: Adolescent
Behavior



Select Text: Adolescent Behavior



Students reread text to highlight and list four examples of adolescent behavior.

Card 1 Instructional Guide

Activities on Card - *INDIVIDUAL*

4

INDIVIDUAL

Select Text: Phineas's Behavior



Select Text: Phineas’s Behavior



Students reread to find examples of Phineas's behaviors after his accident to compare to the adolescent behaviors they found in *Inventing Ourselves: The Secret Life of the Teenage Brain*.

Card 1 Instructional Guide

Activity on Card - *INDIVIDUAL*



5

WRITING

Write: Making a Claim



Write: Making a Claim



Students draft a preliminary claim statement to begin to clarify the argument they will develop in paragraph 1.

Card 1 Instructional Guide

Card 1: Students draft a preliminary claim statement.

Card 2: The text of "Adolescence isn't an aberration" for students' reference.

Activity on Card - *INDIVIDUAL*

NOTE: Amplify uses the term "claim" consistently in all essay assignments rather than alternating between "claim," "thesis statement," and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.



On-The-Fly Support

ON TRACK

Students who are drafting a claim based on the evidence they identified.



I agree this evidence does show that having bad manners is a way that Phineas is now similar to an adolescent.

NEEDS SUPPORT

Students who need to collect additional evidence before drafting claim.



You state that Phineas is similar to an adolescent because he is rude. Now can you find some evidence that shows this is a typical behavior of adolescents?

ON TRACK

Students who are drafting a claim that will allow them to draft strong body paragraphs.



Your claim about Phineas being similar to adolescents because he lacks self control is great. You will be able to find lots of evidence to explain in your body paragraphs that will support this claim.

NEEDS SUPPORT

Students who are drafting a claim that is too limited to develop.



Your claim that Phineas is like an adolescent because he insults people is going to be hard to write about. I think you could explain this in a few sentences. Think about what being rude shows about a person to expand your claim into something where you could use being rude as one of your pieces of evidence. I will be back in a few minutes to see what you've come up with.

Card 2 Instructional Guide

Card 1: Students draft a preliminary claim statement.

Card 2: The text of "Adolescence isn't an aberration" for students' reference.



6

WRITING

Write: Body Paragraph 1



Write: Body Paragraph 1



Using their lists as jumping-off points, students develop their observations about how Phineas's behavior compares to that of an adolescent.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing a body paragraph for their essay.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you can remember some of the behaviors that Sarah-Jayne Blakemore says are typical of adolescents.
- you can think of an adolescent behavior that is similar to how Phineas acted after his accident.
- you can think of ways in which Phineas's behavior was different from an adolescent's.



Card 2 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing a body paragraph for their essay.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."

Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are fully explaining how Phineas exemplified a particular behavior.



Great explanation about why he was no longer able to lead a team on the railroad. You do a good job connecting it to his increased impulsivity.

NEEDS SUPPORT

Students who are copying and pasting from their lists and not explaining.



You are on the right track with your content here. But to answer the question, you really need to explain what you mean. Those lists were just notes to get you started.

NEEDS SUPPORT

Students who are claiming that Phineas's behavior was exactly the same as that of an adolescent.



It is hard to prove that 2 things are exactly the same—so, you probably don't want to make such an extreme claim.

How might someone disprove it?

(Possible response: Phineas wasn't interested in his peers.)



How can you adjust your claim so it is less extreme?

WRITING PROMPT:

Directions

Review the claim you wrote. Hit return twice to begin typing your body paragraph about the similarities between Phineas's behavior and an adolescent's behavior underneath the claim statement.

Click NEXT to see "Adolescence isn't an aberration."



WRITING PROMPT:

Essay Prompt

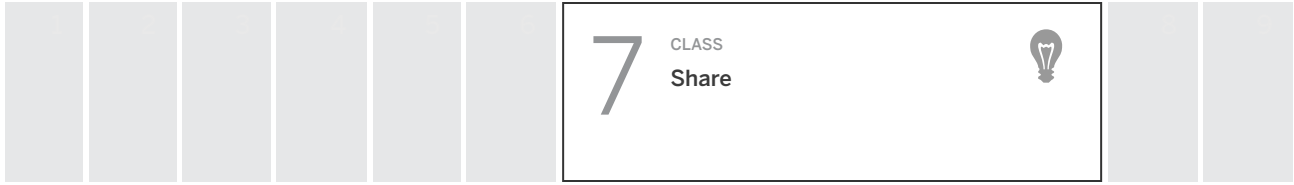
Write Body Paragraph 1: Compare and contrast Phineas's behavior to that of an adolescent.

Card 3 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing a body paragraph for their essay.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

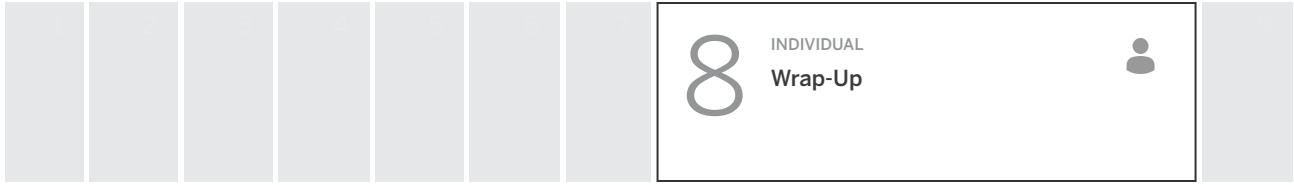
Compare and contrast Phineas's behavior and brain to those of an adolescent.

Card 3 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Card 3: Students can use this card to refer to the text of "Adolescence isn't an aberration."



Wrap-Up

Students evaluate their own progress and understanding of tasks.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Let's take a moment to evaluate your progress and how you are feeling about your essay as we wrap up today's work.

2. Activity on Card - *INDIVIDUAL*

The score in classwork for a student who is struggling and selects "B" will appear as a 1/1. You will want to review this student's work and have a conversation about what is challenging for them. Is it the requirements of the task, coming up with ideas, or managing time?



9

INDIVIDUAL
Solo

Solo

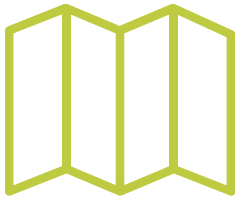
Students continue to work on their essays.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your essay, go back to the activity called **Write: Body Paragraph 1** to do that work.



Lesson 2

Writing Body Paragraph 2



Overview

In this lesson, students should first show that they understand that there are two parts to this comparison—the behaviors that they wrote about in the previous lesson, and the physical brain that they’re going to write about today. Students will probably have less to say about the comparison between Phineas’s brain and that of the adolescent brain than they did about the behaviors because there aren’t as many relevant textual references.

Help students keep in mind the difference between proving that there are similarities and proving that the brains are the same. Here, they’ll start to see the importance of limiting their claim in order to strengthen their argument.

Connections to Other Lessons:

This is the second of five lessons in which students put together an essay. Lesson 1 focuses on gathering evidence. In Lesson 2, students begin to draft their body paragraphs. In Lesson 3, students work at their own pace to complete their body paragraphs, reconsider and refine their claim statement, and—if time allows—consider a counterargument. In Lesson 4, students strengthen their use of evidence and write an introduction. In Lesson 5, students write a short conclusion and edit their completed essay. If students miss a particular lesson, they will need to navigate back to that lesson to complete the missed work.



Lesson at a Glance

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



VOCABULARY

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Select Text: Phineas's Brain Injury (8 min)

Students review what they previously wrote about the type of brain injury that Phineas suffered and then highlight additional evidence in the text.



READING

4

Write: Develop Body Paragraph 2 (20 min)

Students reread a passage from *Inventing Ourselves* to gather relevant information and quotes to develop a second comparison between Phineas's injured brain and the adolescent brain.



WRITING

5

Share (8 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS

6

Work Visually: Combine Paragraphs (5 min)

Students combine their two paragraphs into one piece so that it will be easier to work with.



INDIVIDUAL



7

Wrap-Up: Evaluate (3 min)

Students evaluate their own progress and understanding of tasks.

CLASS

8

Solo (25 min)

Students continue to work on their essays.



INDIVIDUAL



Preparation

1. Review students' first body paragraphs, as described in the Before Next Lesson section of Prep in Lesson 1.
2. Print the Essay Graphic Organizer PDF and the Brain Science Essay Sentence Starters PDF for students who would benefit from these supports.

Before Next Lesson

By this point, you may have some students who have completed their body paragraphs, while other students still need your support to complete this work. The next lesson is an Essay Flex Day, where students have the opportunity to 1) continue to develop the body of their essay and refine their use of evidence, or 2) refine their claim statement, or—if they are ready for this challenge—3) think about a possible counterargument. Your goal is make sure that all students complete a draft of the body of their essay by the end of this lesson.

To provide models of the skills you want students to use as they develop the evidence in their essay, create Spotlights from the writing students completed in this lesson. Find 3 or 4 passages from the writing where students:

- included (and framed) text evidence.
- wrote 2 or 3 sentences describing what they noticed about a piece of evidence.
- wrote 2 or 3 sentences explaining how the evidence supports the claim.
- You can present these Spotlights to support students in Lesson 3. This is a link to the [Spotlight app](#), which will open in a new browser window.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Other Standards Addressed in This Lesson



WORDS TO USE

- Maturation



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
4 - Putting Phineas Together Again

Vocabulary Video for Maturation

Essay Graphic Organizer

Brain Science Essay Starters

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

**CCSS.ELA-Literacy.L.7.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.



An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Brain Science Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Write: Develop Body Paragraph 2

If students struggle to include evidence to support their ideas, you may choose to allow students to read and highlight in pairs, then complete the writing independently.

If students struggle to read this text independently, you may choose to read this passage aloud and discuss it with students before they begin highlighting and writing.

Use the over-the-shoulder conference guides to support students' individual needs.



1

VOCABULARY

Vocabulary Activity

V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

CLASS

OPT: Review Essay Prompt
and Calendar



OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Read Aloud - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

READING

Select Text: Phineas's
Brain Injury



Select Text: Phineas's Brain Injury



Students review what they previously wrote about the type of brain injury that Phineas suffered and then highlight additional evidence in the text.

Card 1 Instructional Guide

Activities on Card - *INDIVIDUAL*

This response comes from Lesson 5 in *Phineas Gage*.

WRITING PROMPT:

Directions

1. Review what you wrote in a previous lesson about Phineas's brain injury after reading chapter 4 in *Phineas Gage*.

WRITING PROMPT:

2. Reread the passage from the end of *Phineas Gage* and highlight additional evidence about the location of Phineas's brain injury.



4

WRITING

Write: Develop Body
Paragraph 2

Write: Develop Body Paragraph 2



Students reread a passage from *Inventing Ourselves* to gather relevant information and quotes to develop a second comparison between Phineas's injured brain and the adolescent brain.

Card 1 Instructional Guide

Activities on Card - *INDIVIDUAL*



The essay prompt asks you to compare and contrast Phineas's behavior and brain to an adolescent's.



Make sure you use information and quotes from both texts as you write to support your comparison with clear evidence.

This activity focuses students on making a comparison between the structures of Phineas's brain and the developing adolescent brain.

Students may also decide to look elsewhere to do a different point of comparison or contrast (e.g., impact of brain development, social factors, etc.).



On-The-Fly Support

ON TRACK

Students who are writing about the damage to Phineas's frontal cortex.



You've started to make a good case that Phineas's brain was damaged in the frontal cortex. Now, what does that have to do with the adolescent brain?

ON TRACK

Students who are writing about the prefrontal cortex in adolescents.



That's certainly a relevant quote that there's a lot of synaptic pruning in adolescent brains in the prefrontal cortex. Don't forget to explain in what way that makes an adolescent brain like Phineas's brain.

NEEDS SUPPORT

Students who are writing about behavior instead of physical properties of the brain.



Read the Writing Prompt out loud.
Now, read your first line.



You're still answering the question from the last lesson about behavior. Today is about the physical brain.



You can just skip a few lines and start over—save the top portion to add to your behavior paragraph when you revise it.

NEEDS SUPPORT

Students who are not finding evidence about the physical brain.

Point students to the sentence in "The right sort of risks," at the end of paragraph 7: "The prefrontal cortex — which stops us acting on impulse and inhibits risk-taking — is not yet mature, and will continue developing throughout adolescence and early adulthood."

Ask students to read it aloud and explain what it means for someone who is 16.

WRITING PROMPT:

Directions

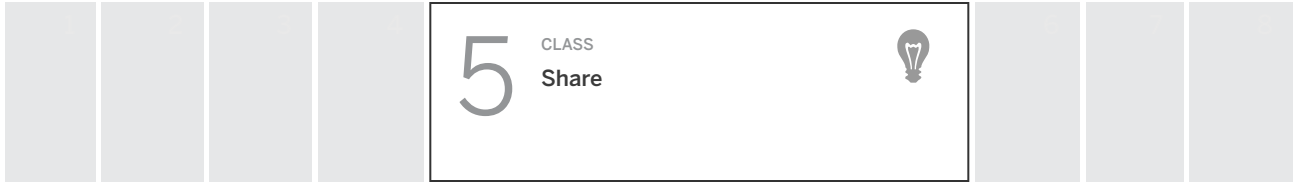
1. Read the text and highlight any details that show how a typical adolescent brain is similar to or different from Phineas's brain after his injury. (**Note:** prefrontal cortex = frontal cortex)

WRITING PROMPT:

2. Write Body Paragraph 2

Compare and contrast Phineas's brain (after his injury) to the brain of an adolescent. Make sure you start your paragraph with a claim statement about how they are similar or different. Use the sentence starters if they are helpful.

- **Phineas's brain is similar to/different from an adolescent's because ____.**
- **After Phineas's accident _____ (describe his behavior) which is similar to/different from an adolescent's brain because ____.**



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt:

Compare and contrast Phineas's brain (after his injury) to the brain of an adolescent.



6

INDIVIDUAL

Work Visually: Combine
Paragraphs



Work Visually: Combine Paragraphs



Students combine their two paragraphs into one piece so that it will be easier to work with.

Card 1 Instructional Guide



Here is a chance for you to reread the work you have done so far and to combine your two paragraphs into one piece so that you'll be able to work with it more easily.

Activities on Card - *INDIVIDUAL*

WRITING PROMPT:

Directions

Copy and paste each of your body paragraphs into the space below.

WRITING PROMPT:

Body paragraph 1:

WRITING PROMPT:

Body paragraph 2:



7

CLASS

Wrap-Up: Evaluate



Wrap-Up: Evaluate

Students evaluate their own progress and understanding of tasks.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Let's take a moment to evaluate your progress and how you are feeling about your essay as we wrap up today's work.

2. Activity on Card - *INDIVIDUAL*

The score in classwork for a student who is struggling and selects "B" will appear as a 1/1. You will want to review this student's work and have a conversation about what is challenging for them. Is it the requirements of the task, coming up with ideas, or managing time?



8

INDIVIDUAL
Solo

Solo

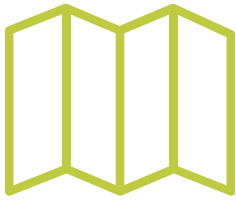
Students continue to work on their essays.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your body paragraphs, go back to the activity called **Work Visually: Combine Paragraphs** to do that work.



Lesson 3

Essay Flex Day



Overview

At this stage in the essay process, most middle school teachers find their students in different places. Some students are tearing through each piece and need to be told to slow down, read their writing, and develop their ideas more completely. Some students are still slogging through the first drafts of their body paragraphs. This lesson is designed with a little more flexibility so that you can guide students to work at the pace that allows them to benefit most from the writing activities.

Students will move through two work sessions in this lesson at the pace that is best for each student. In Work Session A (Activity 5), students complete the body of their essays. In Work Session B (Activity 6), students review their original claim statements and rewrite them in light of the way they actually developed their ideas in their body paragraphs.

The work sessions are organized according to priority. It is key for students to finish the lesson with a complete draft of the body of their essays, and many students may not complete the second writing activity.

There may be writing activities in which students do not have the needed Writing Response from a previous activity. In those cases, remind students to navigate back to the relevant activity and click HAND IN. The Writing Response will then be pulled forward into the current activity.

Connections to Other Lessons:

This is the third of five lessons where students put together an essay. Lesson 1 focuses on gathering evidence. In Lesson 2, students begin to draft their body paragraphs. In Lesson 3, students work at their own pace to complete their body paragraphs, reconsider and refine their claim statement and—if time allows—consider a counterargument. In Lesson 4, students strengthen their use of evidence and write an introduction. In Lesson 5, students write a short conclusion and edit their completed essays. If students miss a particular lesson, they will need to navigate back to that lesson to complete the missed work.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Independent Work: Status Update (5 min)

Students identify the work they have completed and whether they need additional conference support to prepare for the Flex Day activities.



INDIVIDUAL

4

Present: Work Session Overview (5 min)

Preview the activities students can work with in today's lesson.



CLASS

5

Work Session A: Body Paragraphs (15 min)

Students continue to develop and clarify their reasoning and evidence by writing an additional paragraph or developing evidence in an existing paragraph.



WRITING

6

Work Session B: Revise Claim Statement (10 min)

Students draft two versions of their claim statements after writing their body paragraphs to articulate any new thinking they have about the claim in each paragraph.



WRITING



7

Class: Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.

INDIVIDUAL

8

Solo (15 min)

Students have the opportunity to continue to work on their essays.



INDIVIDUAL



Preparation

1. The directions and wording of the Revision Assignment activity (Activity 2) have been adjusted to allow your students to revise either or both of their essay paragraphs to strengthen the focus, develop the evidence, or clarify the organization of these drafted paragraphs before moving on to craft the essay introduction in the subsequent lesson. Review this activity and your students' drafted paragraphs to determine which revision activity will most benefit your students.

2. If you decide to have students work with a different activity, review the Instructional Guide for each activity you will assign.

3. Prepare any texts, materials, or directions that you may need to project or distribute.

4. Print the Essay Graphic Organizer PDF and the Brain Science Essay Sentence Starters PDF for students who would benefit from these supports.

Before Next Lesson

In the next lesson, students will be completing a student-selected Revision Assignment. Prepare student writing to complete a Revision Assignment in the next lesson.

1. Identify students who may struggle to identify two places in their writing to revise by adding evidence or further explaining their evidence. Mark one place in their writing where they could do this work. They can also use this marking as a model to independently find the second place to revise.

2. Review the writing that students completed during the previous stage of the essay process to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice.



WORDS TO USE

- Suppositions
- Marvelled
- Conceived
- Beguiling



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Brain Science Essay Starters

Essay Graphic Organizer



Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.7.2.E

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.



An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Brain Science Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

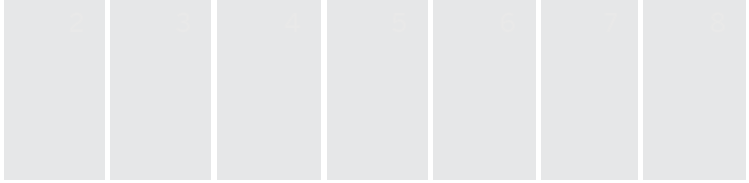


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

CLASS

OPT: Review Essay Prompt
and Calendar

OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Introduce Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to preview the work students will complete in today's lesson.



3

INDIVIDUAL

Independent Work: Status
Update



Independent Work: Status Update



Students identify the work they have completed and whether they need additional conference support to prepare for the Flex Day activities.

Card 1 Instructional Guide

Have students complete the activity to self-monitor their status with their essays.

Ask students who answered “yes” to question 5 to raise their hand. Make a quick note of these students so you can give them extra attention during the Write: Work Session A: Body Paragraphs activity. It can also be useful to post a list of students who need conferences so that students can add their names if they decide they need a conference during the lesson.



4

CLASS

Present: Work Session
Overview

Present: Work Session Overview



Preview the activities students can work with in today's lesson.

Card 1 Instructional Guide

Read the Work Session Activities aloud. Explain each activity to students, making sure they do them in order, beginning with Session A. Remind them that the goal of this lesson is to give them the time they need to ensure they are happy with their body paragraphs. They may not all get to Session B in this lesson.

If you choose to skip the activity **Work Session A: Body Paragraphs** make sure students open this activity and click HAND IN so their writing pulls into Lesson 4.



While you are working, I will be circulating around the room to give you support with whatever you may be working on.

If you prepared Spotlights from the writing that students completed in the previous lesson, use these **Spotlights** to review the key elements of developing evidence.

- A sentence in which a student quoted a direct phrase or line from the text
- A sentence in which a student described what he or she noticed in the evidence
- Sentences in which a student explained how particular details support his or her claim



Remember that as you write, you should go back into the text passages to check the evidence for accuracy and to see if there is additional evidence to include.



5

WRITING

Work Session A: Body
Paragraphs



Work Session A: Body Paragraphs



Students continue to develop and clarify their reasoning and evidence by writing an additional paragraph or developing evidence in an existing paragraph.

Card 1 Instructional Guide

Card 1: Students review their body paragraphs to ensure they use and develop 1 or 2 pieces of evidence in each.

Card 2: The text of *Phineas Gage* for students' reference.

Card 3: The text of *Inventing Ourselves* for students' reference.

1. Activity on Card - *INDIVIDUAL*

Challenge students to write 2 additional sentences to describe and explain how their best piece of evidence supports their claims.

As you circulate, help students by quickly reading their paragraphs and commenting on the connection between their reason and their evidence.

- Have they clearly developed each reason with evidence?
- Can you as a reader understand the relationship between their claim and their evidence?

2. Share Responses - *WHOLE CLASS*

Call on 3 or 4 students to identify one piece of their body paragraphs that they can still develop.



On-The-Fly Support

ON TRACK

Students adding evidence to support the claim.



Adding evidence that shows the relationship between self-control and the prefrontal cortex really supports your claim.

ON TRACK

Students adding explanations of evidence.



You do a great job of explaining the evidence you presented about the damage to Phineas's prefrontal cortex.

NEEDS SUPPORT

Students adding evidence without explaining how it supports the claim.



Yes, this information about the changes to Phineas's personality is definitely important. How do his symptoms connect with the discoveries that scientists made later? Write one or two sentences, and I will come back to check with you.

WRITING PROMPT:

Directions

Reread your writing from the last lesson and decide what you will do to continue to develop your evidence.

Here are the elements that should be in each body paragraph:

- Specific textual evidence that supports the claim/argument
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim/argument

Card 2 Instructional Guide

Card 1: Students review their body paragraphs to ensure they use and develop 1 or 2 pieces of evidence in each.

Card 2: The text of Phineas Gage for students' reference.

Card 3: The text of *Inventing Ourselves* for students' reference.



Card 3 Instructional Guide

Card 1: Students review their body paragraphs to ensure they use and develop 1 or 2 pieces of evidence in each.

Card 2: The text of *Phineas Gage* for students' reference.

Card 3: *The text of *Inventing Ourselves* for students' reference.*



6

WRITING

Work Session B: Revise
Claim Statement

Work Session B: Revise Claim Statement



Students draft two versions of their claim statements after writing their body paragraphs to articulate any new thinking they have about the claim in each paragraph.

Card 1 Instructional Guide

1. Explain Claim Statements - *WHOLE CLASS*

As students begin this activity, encourage them to reflect on the new thinking they did as they drafted their body paragraphs.



When you spend time writing about the evidence and explaining how it supports your claim, you usually get a clearer sense of your claim. Some of you may have changed your thinking a little bit and some of you may have changed your thinking significantly.



Think about what you wrote in each paragraph and write a claim statement that reflects all the good thinking you have been doing as you work.

2. Activities on Card - *INDIVIDUAL*

If a student cannot see his or her previous work in this activity, the student should go back and click HAND IN for Activity 5 in this lesson.



On-The-Fly Support

ON TRACK

Students experimenting with new ways to phrase their claim statements.



I like that you experimented with using the term "correlation" as part of your claim statement. That word is really important in explaining this information in a scientific way.



ON TRACK

Students developing their claims further.



I like how your revision strengthens your claim by including the detail that these scientific experiments have even changed the way court cases are decided.

NEEDS SUPPORT

Students writing vague claims that lack detail.



Remember, your claim needs to be specific and include 1–2 details that show why you think that adolescents' behavior is different from Phineas's behavior.

WRITING PROMPT:

Directions

1. Reread your two body paragraphs.
2. Reread your original claim statement in each paragraph.



Class: Wrap-Up

Students evaluate their own progress and understanding of tasks.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Let's take a moment to evaluate your progress and how you are feeling about your essay as we wrap up today's work.

2. Activity on Card - *INDIVIDUAL*

The score in classwork for a student who is struggling and selects "B" will appear as a 1/1. You will want to review this student's work and have a conversation about what is challenging for them. Is it the requirements of the task, coming up with ideas, or managing time?



8

INDIVIDUAL
Solo

Solo

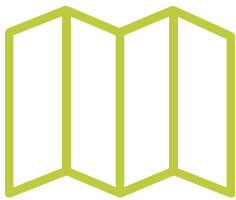
Students have the opportunity to continue to work on their essays.



Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your essay, go back to **Write: Work Session A: Body Paragraphs** to find your writing. Hit UPDATE when you are finished.



Lesson 4

Revising and Writing an Introduction



Overview

Students begin this lesson with a draft of body paragraphs and a more complete understanding of their claim. With those elements in mind, they refine their arguments and craft an introduction.

Many of your students will be ready, with your support during class, to independently revise two places where they are using evidence to support an idea. Other students will still need you to point out places where they could rework their evidence. In both cases, however, students are trying to produce writing that flows together into a whole essay, so each new piece of revision may require wording or deletions or adjustments of original sentences to produce overall coherence.

Students will then focus on producing an introduction that includes a strong lead and a claim. A student's lead may also become the essay's claim, but in order to focus students' attention on engaging the reader, we ask them to do the lead first and separately. Once they have finished writing the leads, we ask them to experiment with the way they state their claim.

It is particularly important, because they are writing about non-fiction, that students take some time to consider what other facts they may need to include in their introduction so that it makes sense to a reader. This is an especially difficult thing for middle school students to judge—but they will only get better if they practice and get feedback from a reader (you).

Finally, students will spend some time considering the order of their paragraphs and writing a sentence or two to make the connection between the two paragraphs clearer.

Connections to Other Lessons:

This is the fourth lesson of five lessons, in which students put together an essay. Lesson 1 focuses on gathering evidence. In Lesson 2, students begin to draft their body paragraphs. In Lesson 3, students work at their own pace to complete their body paragraphs, reconsider and refine their claim statement, and if time allows, consider a counterargument. In Lesson 4, students strengthen their use of evidence and write an introduction. In Lesson 5, students write a short conclusion and edit their completed essay. If students miss a particular lesson, they will need to navigate back to that lesson to complete the missed work.



Lesson at a Glance

ACTIVITY

1

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.



VOCABULARY

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Revise: Developing Evidence (10 min)

Students identify additional textual evidence and then use it to strengthen the body of their essays.



PARTNER

4

Present: The Introduction (5 min)

Students review the purpose and elements of an introduction to prepare for writing the introductions to their essays.



GROUP

5

Write: The Introduction (15 min)

Students craft an introduction to draw in a reader, introduce their claim and clearly reflect the ideas they develop in the body.



WRITING

6

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



GROUP



7

Wrap-Up (3 min)

Students evaluate their own progress and understanding of tasks.

CLASS

8

Solo

Students continue to work on their essays.



INDIVIDUAL



Preparation

1. Review students' revisions, as described in Before Next Lesson, located at the end of the previous lesson.
2. Print the Essay Graphic Organizer PDF and the Brain Science Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn



WORDS TO USE

- Confer



MATERIALS

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Vocabulary Video for Confer

Essay Graphic Organizer

Brain Science Essay Sentence Starters



from the text.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Brain Science Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 3, Revise: Developing Evidence

If students struggle to get started with writing, check in with them at the start of writing to be sure they understand where to begin for this Writing Prompt. You may need to check in with some students several times to ensure they know what the next step is so they are able to continue working.



Activity 5, Write: The Introduction

Use the over-the-shoulder conference guides to support students' individual needs.



1

VOCABULARY

Vocabulary Activity

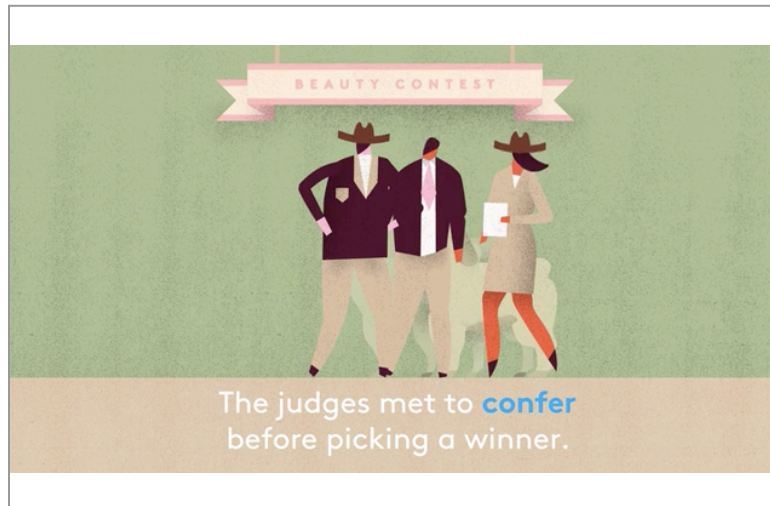
V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

CLASS

OPT: Review Essay Prompt
and Calendar



OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Read Aloud - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

PARTNER

Revise: Developing
Evidence



Revise: Developing Evidence



Students identify additional textual evidence and then use it to strengthen the body of their essays.

Card 1 Instructional Guide

Card 1: Students identify additional textual evidence that they could add to strengthen the body of their essays.

Card 2: Students rework their evidence in 2 places to experiment with how to present their evidence in a convincing way.

Card 3: Students can use this card to refer to the text of *Inventing Ourselves: The Secret Life of the Teenage Brain*.

1. Introduce Activity - *WHOLE CLASS*

- Today we're going to spend some time revising your body paragraphs.
- You'll work on adding more description or explanation to your evidence, or adding new evidence to help support your claim.
- This activity is similar to other RAs you've already done. The goal here is to use evidence to convince your reader that your claim is true.

2. Activity on Card - *PAIRS*

As you circulate, support students to identify places where they still need to develop their evidence or reasoning about that evidence.

Look for:

- Places where the student writes about a quote, "**This** shows." Often, asking a student what "this" refers to can help them identify a piece of the evidence that they can further describe.

Ask:



Why did you include this quote or piece of evidence? What thought did you have about it? Can you write 2 extra sentences to capture that thinking?

WRITING PROMPT:

Directions

1. Reread your essay with your partner, asking them to pay attention to the evidence you use to support your claim.
2. Have your partner:
 - Highlight in green one place where your evidence is strong and well-explained
 - Highlight in red one place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the unit texts connected to the parts of your essay that you want to revise.
4. Highlight any additional details in the texts that provide evidence for your claim.
5. Click NEXT to review each passage.

WRITING PROMPT:

Original Writing

Compare and contrast Phineas's behavior and brain to those of an adolescent.

Card 2 Instructional Guide

Card 1: Students identify additional textual evidence that they could add to strengthen the body of their essays.

Card 2: Students rework their evidence in 2 places to experiment with how to present their evidence in a convincing way.

Card 3: Students can use this card to refer to the text of *Inventing Ourselves: The Secret Life of the Teenage Brain*.

Activities on Card - *INDIVIDUAL*

If any students finish early, consider assigning them this “bonus” activity: Reread your body paragraphs. Try to find a piece of evidence you’ve quoted that you could frame differently in order to make its significance or context more clear for your reader.

WRITING PROMPT:



Directions

1. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.
2. Compare what you wrote before (on Card 1) and after your revision.
3. Complete the poll to show which version you think supports your claim most effectively.

WRITING PROMPT:

Original Writing

Compare and contrast Phineas's behavior and brain to those of an adolescent.

Card 3 Instructional Guide

Card 1: Students identify additional textual evidence that they could add to strengthen the body of their essays.

Card 2: Students rework their evidence in 2 places to experiment with how to present their evidence in a convincing way.

Card 3: Students can use this card to refer to the text of *Inventing Ourselves: The Secret Life of the Teenage Brain*.



4

GROUP

Present: The Introduction



Present: The Introduction



Students review the purpose and elements of an introduction to prepare for writing the introductions to their essays.

Card 1 Instructional Guide

Card 1: Students review the elements of an introduction.

Card 2: Students compare and discuss leads from two different passages

Introduce Elements of Introduction - *WHOLE CLASS*

Review the Elements of an Introduction—Response to Text Essay with students.

WRITING PROMPT:

These are the elements you will include in the introduction you write in class today.

Card 2 Instructional Guide

Card 1: Students review the elements of an introduction.

Card 2: Students compare and discuss leads from two different passages.

1. Activity on Card - *INDIVIDUAL*

2. Discuss Answers - *WHOLE CLASS*

A good lead:

- Gets your attention—think back to Lessons 1 and 2 of *Phineas Gage*
- Says something concrete (observable) about the topic of the piece



- Not too complicated—understandable

WRITING PROMPT:

Directions

1. Read the beginning of each text.
2. Which text has a better lead, and what makes you think it is good?



5

WRITING

Write: The Introduction



Write: The Introduction



Students craft an introduction to draw in a reader, introduce their claim and clearly reflect the ideas they develop in the body.

Card 1 Instructional Guide

Card 1: Students review their body paragraphs and write 2 or 3 leads to engage a reader.

Card 2: Students select a lead, establish necessary background, and finalize the introduction as a whole.

1. Review Body Paragraphs - *WHOLE CLASS*

Explain to students that prior to writing their leads, they should reread their body paragraphs. Reviewing those paragraphs and taking note of their reasons, their evidence, and their organization should help students gather their thoughts to create a more cohesive introduction.



Before starting your lead and the rest of your introduction, review the paragraphs you have written as the body of your essay. Consider these questions as you reread your writing:

- What are the key reasons you develop to support your main idea?
- What evidence do you include to support your reasons?
- Overall, how do you present all this information about Phineas and an adolescent? (etc.)

2. Activity on Card - *INDIVIDUAL*



Start by writing 2 or 3 different leads. The point is to experiment and have fun writing an engaging opening line for your essay. You're going to write more than one so that you can choose which you like the best.

NOTE: Amplify uses the term “claim” consistently in all essay assignments rather than alternating between “claim,” “thesis statement,” and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.



On-The-Fly Support

ON TRACK

Students who are experimenting with different lead techniques.



Asking the question "Can you imagine a grown man acting like a teenager?" makes me want to read more.

NEEDS SUPPORT

Students who are writing their claims as leads.



What you have written first is actually your claim. What would you say to a friend to make him or her want to read your essay? Is there something that Phineas Gage did or said that you think would interest one of your friends? Write one sentence and I'll come back to check in with you.

WRITING PROMPT:

Directions

Before starting your introduction, review the body of your essay. Consider these questions as you reread your writing:

- What are the key reasons you give to support your main idea?
- What evidence do you include to support your reasons?
- In what order do you include all of this information?

Keep these key elements in mind as you begin to construct your introduction.

Card 2 Instructional Guide

Card 1: Students review their body paragraphs and write 2 or 3 leads to engage a reader.

Card 2: Students select a lead, establish necessary background, and finalize the introduction as a whole.

Activity on Card - *INDIVIDUAL*

Most students will be working with a comparison essay structure, and it can be useful to have them identify for you how their paragraphs are set up if they are still having difficulty developing their claim statement.

If students are having difficulty crafting their introduction, ask them to tell you what was most interesting or surprising when they researched Phineas's brain and an adolescent brain side by side. Tell them that 1 or 2 sentences describing those ideas can help their readers get oriented to their ideas about the topic.



NOTE: Amplify uses the term “claim” consistently in all essay assignments rather than alternating between “claim,” “thesis statement,” and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.



On-The-Fly Support

ON TRACK

Students who are writing introductions that make the subject and claims clear.



These two sentences tell a reader that Phineas’s behavior changed after his accident and that he became more impulsive. That is a helpful introduction to your claim that he is similar to an adolescent who is also more impulsive.

NEEDS SUPPORT

Students who are summarizing the whole essay.



You already explained these ideas in your body paragraphs, so you do not need to repeat that in your introduction. Look in the text for a fact that will give your reader some background information.

NEEDS SUPPORT

Students who are struggling to figure out where to start.



Look, there are 4 elements that you need to include. Let’s just treat them as 4 separate things for now. First, copy over your favorite lead. Then, write one sentence that introduces the text and author and another that gives a little background information about Phineas and adolescents. Once that’s done, we can work on making those sentences relate to each other so they flow like an introduction.

WRITING PROMPT:

Directions

1. Copy and paste your favorite lead at the top of your essay.
2. Write the rest of your introduction right after your lead. Make sure you include all of these elements:
 - A lead
 - Name of text and author
 - A sentence or two of key background information
 - A sentence or two that lays out your thinking or what is interesting to you
3. Make sure the introduction ends with your claim statement (you may decide to revise your claim statement).

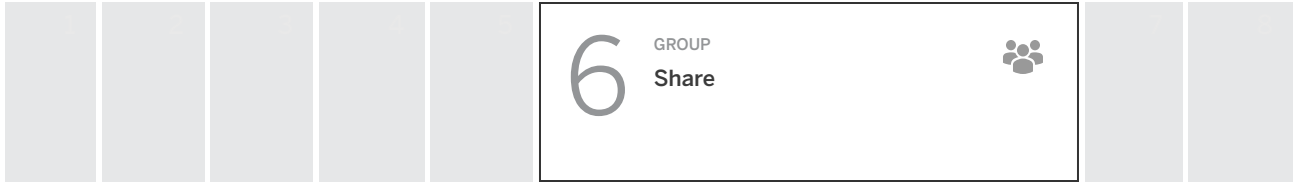


4. Read the complete introduction silently to yourself and make any changes needed so that the sentences flow well together.

WRITING PROMPT:

Original Writing Prompt

Compare and contrast Phineas's behavior to that of an adolescent.



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Compare and contrast Phineas's behavior and brain to those of an adolescent.



Wrap-Up

Students evaluate their own progress and understanding of tasks.



Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Let's take a moment to evaluate your progress and how you are feeling about your essay as we wrap up today's work.

2. Activity on Card - *INDIVIDUAL*

The score in classwork for a student who is struggling and selects "B" will appear as a 1/1. You will want to review this student's work and have a conversation about what is challenging for them. Is it the requirements of the task, coming up with ideas, or managing time?

8

INDIVIDUAL
Solo



Solo

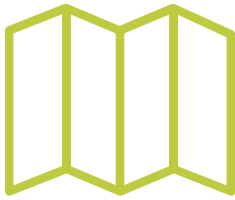
Students continue to work on their essays.

Card 1 Instructional Guide

WRITING PROMPT:

If your teacher has instructed you to continue to work on your introduction, return to the activity called **Write: The Introduction** to do that work.





Lesson 5

Writing a Conclusion and Polishing the Essay



Overview

In this lesson, students finalize their essays by drafting a conclusion and editing the complete essay. You should manage the timing of the two sections of the class according to what matters to you and what you think your students can handle.

If you want to strongly emphasize producing clean pieces of writing, try to motivate students to spend more rounds editing. Keep in mind, though, that it is unusual for middle school students to understand the need to produce error-free writing, and it is very difficult to motivate them to stick with the editing process beyond a certain point. They will nevertheless learn a lot from catching some mistakes without having to catch every mistake.

Try to allow more students to read during the sharing session, because this is their only opportunity to share their essays with each other. You'll fit more students in if they choose only a part of their essay to share. And by having them also read an earlier version of that part, students can contrast their classmates' early drafts with their revisions.

Connections to Other Lessons:

This is the last of five lessons in which students will work on writing their essay for this unit.

Lesson at a Glance

ACTIVITY		
1	Vocabulary Activity Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.	 VOCABULARY
2	OPT: Review Essay Prompt and Calendar (5 min) Students review the Essay Prompt and the work they will do on the essay in this lesson.	 CLASS
3	Write: Conclusion (10 min) Students experiment with ways to write a conclusion for their essay.	 WRITING
4	Revise: Transitions (16 min) Students revise their essays to create transitions between and within their body paragraphs.	 WRITING
5	Revise: Concise Language (8 min) Students revise their essays to choose language that expresses ideas precisely and concisely, and that eliminates wordiness and redundancy.	 WRITING
6	Revise: Editing (12 min) Students polish their essay: first focusing on sentence flow and completeness, then on word usage, proofing, and citation issues.	 INDIVIDUAL



7

Share (12 min)

Students share their writing and have the opportunity to respond to a peer's writing.

CLASS

8

Wrap-Up (3 min)

Students discuss the essay writing process.



GROUP



Preparation

1. Look at Part 1 of the editing process (in Activity 4) and decide whether or not you want students to read aloud to their partners.
2. When students finish writing their essays, please use the essay rubric found in the Materials section to assess each essay.
3. Print the Essay Graphic Organizer PDF and the Brain Science Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact



WORDS TO USE

- Generate



MATERIALS

Guidelines for Citing

Grade 7 Essay Rubric

Phineas Gage: A Gruesome but True Story About Brain Science
1 - "Horrible Accident" in Vermont

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Vocabulary Video for Generate

Essay Graphic Organizer

Brain Science Essay Sentence Starters



and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.2.E

Establish and maintain a formal style.

Other Standards Addressed in This Lesson**CCSS.ELA-Literacy.L.7.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.7.2.B

Spell correctly.

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-Literacy.W.7.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Brain Science Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Revise: Transitions

If students struggle to identify grammatical errors in their own writing, they may benefit from hearing someone else read their writing aloud. This may help them more easily identify sentences that don't sound smooth or need to be rewritten.



1

VOCABULARY

Vocabulary Activity

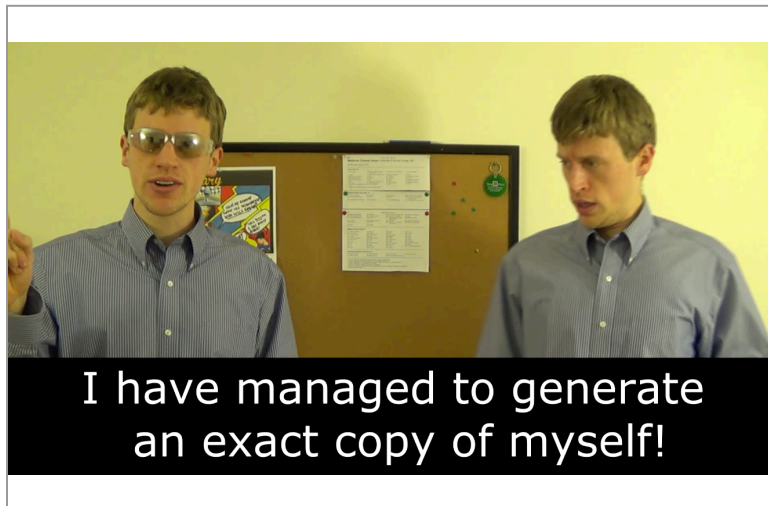
V

Vocabulary Activity

Students will watch a short video that teaches the definition of the vocabulary word and will complete two activities that support the learning of the word in the correct context.

Card 1 Instructional Guide

Play Video – *WHOLE CLASS*



WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 2 Instructional Guide

WRITING PROMPT:



Answer Explanation

Card 3 Instructional Guide

WRITING PROMPT:

Watch the video and pick the option that answers the question below.

Card 4 Instructional Guide

WRITING PROMPT:

Answer Explanation



2

CLASS

OPT: Review Essay Prompt
and Calendar



OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Read Aloud - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays.

Use the chart on this card to remind yourself which elements they will include in this essay and which elements they will add in later units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

WRITING

Write: Conclusion



Write: Conclusion



Students experiment with ways to write a conclusion for their essay.

Card 1 Instructional Guide

Card 1: Teacher reviews the key elements of a conclusion and students review examples.

Card 2: Students draft a conclusion to connect their argument to a final thought.

1. Project and Review Elements of a Conclusion - *WHOLE CLASS*



When you restate your claim, go beyond simply repeating what you've already said. Use new and interesting language and add details to give your reader a more complete understanding of your argument.



Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.

2. Activity on Card - *PAIRS*

3. Share Responses: Select and Discuss - *WHOLE CLASS*

WRITING PROMPT:

Directions

1. Review how John Fleischman concludes *Phineas Gage: A Gruesome but True Story about Brain Science*.
2. Read how Sarah-Jayne Blakemore concludes her book, *Inventing Ourselves: The Secret Life of the Teenage Brain*.
3. Identify one final thought either writer had that helped you think about why the ideas matter or how the ideas connect to your life.



Card 2 Instructional Guide

Card 1: Teacher reviews the key elements of a conclusion and students review examples.

Card 2: Students draft a conclusion to connect their argument to a final thought.

1. Introduce Activity - *WHOLE CLASS*



Now, you will have time to write your conclusion. If you finish a little early, try and experiment with more than one final thought and then choose the one you like best.

Let students know that they will work at their own pace to complete this activity and the next, and that anything they do not complete in class can be completed for their Solos.

2. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Reread the essay you have written and consider what final thoughts you have about your ideas or the passages you used for evidence.

Write your conclusion below your body paragraphs. Include both elements of a conclusion:

- A restatement of your claim/main idea
- A final thought for your reader to take away that follows from the ideas presented.



4

WRITING

Revise: Transitions



Revise: Transitions



Students revise their essays to create transitions between and within their body paragraphs.

Card 1 Instructional Guide

Card 1: Students examine and discuss examples of transitions to understand the types of transitions appropriate for their essay writing.

Card 2: Students assemble the paragraphs of the essay and work on writing smooth transitions between and within those paragraphs.

1. Introduce Activity - *WHOLE CLASS*



A transition helps readers move with you from one idea to the next. It is like grabbing readers by the shoulders and making sure that they continue to focus on what you direct them to.



A transition isn't a big deal. It could be something as simple as:

- "After his accident, Phineas became..."
- "It might seem like Phineas..., but actually..."

2. Activity on Card - *WHOLE CLASS*

Lead a discussion where students compare transition sentences in *Inventing Ourselves* and *Phineas Gage*.

Discussion Points:

- *Phineas Gage* is a narrative. *Inventing Ourselves* is an informational text which provides facts and is organized into sections with headers.
- The transitions in *Inventing Ourselves* are factual and provide information. They are similar to claims and need reasons to back them up.



- The transitions in *Phineas Gage* are opinions or attempts to build suspense. They are written in a way that helps build the story for the reader.

3. Transition to Next Activity - *WHOLE CLASS*

Remind students of the purpose of transitions and how they will approach writing them in this essay.



You just looked at some examples of strong transitions that help the reader understand how one idea or piece of evidence connects to another. Now it's time to take a look at your own essay and work on sequence and transitions.



There are some words that help a reader understand the relationship you are describing, but be careful to make sure to reread the whole sentence to make sure the relationship between the ideas is clear.

WRITING PROMPT:

Directions

1. Read through the sentences in the box below that use transitions from texts that we've read during this unit.
2. Then discuss the following questions with your class:
 - What transition words or phrases do you see in these sentences?
 - Do you notice any differences between the transitions in *Inventing Ourselves* and *Phineas Gage*? If so, what differences do you see? Why would each author use different types of transitions?
 - Which types of transitions would be best for your essay? Transitions that are similar to those in *Phineas Gage*, or transitions that are similar to those in *Inventing Ourselves*? Why?

Card 2 Instructional Guide

Card 1: Students examine and discuss examples of transitions to understand the types of transitions appropriate for their essay writing.

Card 2: Students assemble the paragraphs of the essay and work on writing smooth transitions between and within those paragraphs.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Essay Prompt

Compare and contrast Phineas's behavior and brain to those of an adolescent.



5

WRITING

Revise: Concise Language



Revise: Concise Language



Students revise their essays to choose language that expresses ideas precisely and concisely, and that eliminates wordiness and redundancy.

Card 1 Instructional Guide

Activity on Card - *INDIVIDUAL*

If this is the first time students are doing this type of Revision Assignment, you may choose to do one together as a model for students. Wordiness is an advanced thing to think about. If your students are doing really well in the other elements of the essay, then you may choose to do this Revision Assignment. If not, you may choose to skip this activity and do it in the next unit.

WRITING PROMPT:

Directions

1. Reread your essay and underline the important sentences.
2. **Bold** or *italicize* any words or sentences that can be deleted.
3. Reread your essay two times: once with the bold/italics and once without.

WRITING PROMPT:

Original Essay Prompt

Compare and contrast Phineas's behavior and brain to those of an adolescent.



Revise: Editing



Students polish their essay: first focusing on sentence flow and completeness, then on word usage, proofing, and citation issues.

Card 1 Instructional Guide

Card 1: Students review and use the steps in the Editing Process to edit their essays.

Card 2: Students refer to the Guidelines for Citing and Punctuating Direct Quotes to copy edit their quoted material.

1. Activity on Card - *INDIVIDUAL*

Give students time to work independently to edit their writing. Support students who have a hard time locating errors or correcting them.

For students who struggle with punctuation and grammar, give them 2 elements that you want them to focus on while editing (for example, certain homophones, pronouns, subject-verb agreement).

2. Review Editing Process - *WHOLE CLASS*

Tell students the high priority goal is to make sure all the information and elements are in the right order and the sentences make sense when the student reads them silently to him- or herself.

Remind students that their sentences should follow formal sentence rules, rather than sound like a conversation with a friend.

WRITING PROMPT:

Directions

Follow the steps in the Editing Process to revise and polish your essay.



WRITING PROMPT:

Original Essay Prompt

Compare and contrast Phineas's behavior and brain to those of an adolescent.

Card 2 Instructional Guide

Card 1: Students review and use the steps in the Editing Process to edit their essays.

Card 2: Students refer to the Guidelines for Citing and Punctuating Direct Quotes to copy edit their quoted material.

Activity on Card - **INDIVIDUAL**



Share

Students share their writing and have the opportunity to respond to a peer's writing.



Card 1 Instructional Guide

Card 1: All students refer to *Response Starters* as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Card 3: Students can refer to *Inventing Ourselves* on this card.

Share Writing - **WHOLE CLASS**

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

In addition to this quick and limited share, consider additional ways to showcase your students' essays, such as:

- Provide time for an extended 15-minute sharing session.
- Have students highlight their favorite paragraph from their essays, and copy and paste those paragraphs to create Spotlights that you can showcase in class.
- Allow students to print their essays and display them on a classroom bulletin board.



Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Card 3: Students can refer to *Inventing Ourselves* on this card.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Essay Prompt

Compare and contrast Phineas's behavior and brain to those of an adolescent.

Card 3 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Card 3: Students can refer to *Inventing Ourselves* on this card.

8

GROUP
Wrap-Up



Wrap-Up

Students discuss the essay writing process.



Card 1 Instructional Guide

1. Discuss Essay Writing - *WHOLE CLASS*

Provide students with specific, positive feedback about what went well in the process of writing the essay.

2. Activities on Card - *INDIVIDUAL*

3. Project and Discuss Poll Results - *WHOLE CLASS*

Call on 2 or 3 volunteers to share their thoughts or reasoning for their responses to the poll.

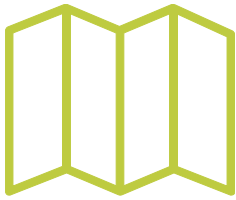




Assessment

Brain Science Unit Reading Assessment





Lesson 1

Brain Science Unit Reading Assessment



Overview

This assessment is designed to evaluate students' use of the main reading skills practiced in this unit, as well as their understanding of some of the texts and content from the unit. The assessment uses 2–3 excerpts from texts students have read in the unit.

The assessment consists of 20–22 auto-scored questions and 2 constructed response questions. The auto-scored questions use a variety of item types: selected response and a range of technology enhanced items (TEIs). The constructed responses are text-based prompts, where students will develop a claim supported by evidence in 10 minutes. The teacher should choose which constructed response will be a more effective evaluation of the skills students have been practicing.

Lesson at a Glance

ACTIVITY		
1	Selected Response Questions (30 min) Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.	 INDIVIDUAL
2	Constructed Response: Informative (10 min) Students complete a constructed response using evidence from a single passage.	 INDIVIDUAL
3	Constructed Response: Argumentative (10 min) Students complete a constructed response using evidence from two passages.	 INDIVIDUAL



Preparation

Watch the Teacher Tip video found in the Materials section.

Download the rationale for this assessment from the Materials section to note the correct responses and review the rubrics you will use to score the constructed response(s) in Classwork.

Review the assessment and determine any information you want to present to your students about the items.

Note the item type that asks students to select a word or passage from the text as their answer: for example, see Question 2. For this type of question, students click an answer choice to select it as an answer. To change the answer, students click the choice again to remove the highlight.

Choose which constructed response question the students should answer. The assessment is designed to take at least 40 minutes: 30 minutes for the selected response section and 10 minutes for the constructed response.

Remember to unlock the student assessments and re-lock them if you do not complete the assessment in one sitting.

Skills & Standards

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.5



WORDS TO USE

- Imply
- Summary
- Conclusion
- Context clue



MATERIALS

Teacher Tip: Summative Reading Assessment

Inventing Ourselves: The Secret Life of the Teenage Brain
3 - The right sort of risks (part 1)

Phineas Gage: A Gruesome but True Story About Brain Science
2 - What We Thought About How We Thought

Print Assessment: Brain Science

Rationale: Brain Science Reading Assessment



Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Differentiation

The items within this assessment are not differentiated. Teachers should consider timing accommodations for specific students as they plan.



1

INDIVIDUAL

Selected Response
Questions



Selected Response Questions



Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.

Card 1 Instructional Guide

WRITING PROMPT:

Directions

1. Read each passage and answer the questions that follow.
2. There are 20 selected response questions in the first part of the exam.
3. Check with your teacher to see how much time you have to complete this portion of the exam.
4. Remember to click HAND IN when you are finished with the selected response section.

2

INDIVIDUAL
Constructed Response:
Informative



Constructed Response: Informative



Students complete a constructed response using evidence from a single passage.

Card 1 Instructional Guide

WRITING PROMPT:

Describe the Whole Brainers' understanding of brain structure. Then explain how their position differs from that of the Localizers. Support your response with evidence from the text.

Remember to click HAND IN when you are finished.



3

INDIVIDUAL

Constructed Response:
Argumentative



Constructed Response: Argumentative



Students complete a constructed response using evidence from two passages.

Card 1 Instructional Guide

WRITING PROMPT:

Does the Dual Systems Model that Steinberg describes in *Inventing Ourselves: The Secret Life of the Teenage Brain*, "The right sort of risks," better support the Whole Brainers' theory or the Localizers' theory from *Phineas Gage*? Explain your answer using evidence from both texts.

You can find each passage by clicking NEXT.

Remember to click HAND IN when you are finished.

Teacher References



Vocabulary

Vocabulary

Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media, and in ways that appeal to different learning styles. The Amplify ELA vocabulary program is designed to increase the number of times students see a new vocabulary word and increase the number of contexts in which they encounter it, while also providing instruction and opportunities for students to practice different vocabulary skills. The words chosen come directly from the unit texts, or represent key Tier 2 and 3 academic vocabulary.

In Amplify ELA, students practice vocabulary skills in three main ways: through Reveal words, Vocabulary Modules, and daily practice provided through the embedded Vocab App. In addition, there are vocabulary videos and GIFs included within lesson activities. Interactive digital and print activities in the Amplify ELA vocabulary program ensure that students have many varied opportunities to use new language for authentic purposes.

Reveal Words

Amplify's eReader contains a Reveal tool that highlights words inline that are key to understanding the text and building important Tier 2 vocabulary. When students click on a word, a contextual definition is provided, allowing students to understand how the word is used in that specific passage to quickly continue reading. The number of dots over each Reveal word indicates the word's difficulty, which is determined by considering the following questions:

- Are there contextual clues to help a student understand the word??
- Has the student seen the word elsewhere in the passage or another text??
- Is this a word that students may encounter in texts across content areas??
- Has research shown that the majority of students at this grade level are unfamiliar with this word??

The eReader keeps track of which words students have “revealed,” and they can easily access their specific list of words in a personal glossary within the Amplify Library.

Vocabulary Modules

The Amplify Vocabulary Modules provide instruction in skills key to developing vocabulary and building word knowledge. Students also receive instruction and ongoing practice in these skills within the Vocab App. Each Vocabulary Module is aligned to and integrated into a core instructional unit within each grade of Amplify ELA. These modules should be used within the first five lessons of each unit.

The 7th grade Vocabulary Modules are located in the Materials section of each Unit Overview.

- 7A: *Red Scarf Girl* & Narrative — Context Clues
- 7A: *Red Scarf Girl* & Narrative — Dictionary Skills*
- 7B: Character & Conflict — Connotations and Denotations



- 7C: Brain Science — Greek and Latin Roots
- 7D: Poetry & Poe — Figurative Language
- 7E: The Frida & Diego Collection — Prefixes and Suffixes
- 7F: The Gold Rush Collection — Synonyms and Antonyms?

*Dictionary Skills module can work with any unit

The printable Work That Word PDF worksheet accompanies these modules, giving students opportunities to apply the strategies to unit vocabulary while working in either the digital curriculum or print Student Editions. This worksheet can be found in the Materials section of the Unit Overview.

Vocab App

The Vocab App, a self-guided and adaptive means of learning new vocabulary, introduces students to words that are integral to understanding the texts and key concepts in each unit. These words come from the texts students are studying, as well as academic vocabulary lists. Students will receive a new set of approximately 6 words each time they open the Vocab App in a new lesson (this number will vary).

- 2 text-sourced words common across all levels?
- 2 academic words common across all levels?
- 1–2 words unique to the student's level (set by the teacher)?

Once a word is introduced, it remains in the students' backlogs until a student has three consecutive, successful encounters with that word in one of the app's activities. At that point, the word is considered mastered.

Activity results are tabulated by lesson and appear in Classwork as the number of activities correct out of the number of activities students are given. The teacher's view within the Vocab App provides more specific information about the words students have encountered, as well as their progress and rate of mastery.

Vocabulary Media: Videos and Animated GIFs

In some lessons, students watch a short vocabulary video or animated GIF, and then answer two multiple choice questions about the content. These videos and GIFs illustrate the contextual definition of a given Reveal word, and then provide multiple examples of that word used in context. Students then answer multiple choice questions about the word.

The following lessons include vocabulary media:

Sub-unit 1, Lesson 10: Implication

Sub-unit 3, Lesson 2: Insight

Sub-unit 3, Lesson 3: Reconciliation

Sub-unit 4, Lesson 1: Speculate

Sub-unit 4, Lesson 2: Maturation

Sub-unit 4, Lesson 4: Confer

Sub-unit 4, Lesson 5: Generate



Additional Reading Opportunities

Additional reading opportunities for students appear in the Suggested Reading section of the Student Lesson Brief.

Sub-unit 1, Lesson 1: Science vs. Fiction—Part 1 Connections

Neurology

The great thing about "brain" books is that they can be so many different things. Laurence Steinberg's essay "Demystifying the Adolescent Brain" looks at the study of the brain as biology. His writing style is a little dry, but at the same time very informative and interesting. Good writing about the brain can sometimes read like a good story—think of *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman. A lot of writing about the brain reads more like philosophy. In *The Man Who Mistook His Wife for a Hat*, Oliver Sacks is sharing science and telling us stories at the same time.

Sub-unit 1, Lesson 2: Science vs. Fiction—Part 2

The Gray Matter

For a closer look inside the cranial cavity, wrap your mind around some of these titles. David Macaulay's *The Way We Work* (2008) is a tour of the whole human body. Also look at some of his previous books, like *City* (1974), *Underground* (1976), and *The Way Things Work* (1988).

Sub-unit 1, Lesson 3: "But something goes wrong"

The Gray Matter

For an entertaining look at the brain, check out *101 Questions Your Brain Has Asked About Itself But Couldn't Answer... Until Now* (1997) by Faith Hickman Brynie. Scientists are discovering new things every day, but *The Great Brain Book: An Inside Look at the Inside of Your Head* (2005) by HP Newquist gives fairly up-to-date information about the brain's structure and how it works.

Sub-unit 1, Lesson 4: Phineas Has a Stroke of Luck

The Gray Matter

If you want something more challenging, why not read a little Oliver Sacks? Check out case studies of patients in *An Anthropologist on Mars* (1995) and *The Mind's Eye* (2010). Then, try *The Man With a Shattered World: The History of a Brain Wound* (1968) by Russian neurologist Aleksandr R. Luria, the story of a man who, like Phineas Gage, suffered a terrible brain injury and learns how to live with the changes in his own mind. Antonio Damasio is another neurologist whose book *Descartes' Error* (1994) tells the story of how emotions work in the brain.

Sub-unit 1, Lesson 5: Wash Your Hands!

The Gray Matter

What happens when things go wrong in the brain? Two authors who are also brain surgeons can tell you: *Another Day in the Frontal Lobe* (2007) by Katrina Firlik and *Conversations with Neil's Brain* (2004) by William H. Calvin explain how brain surgery works. *The Spirit Catches You and You Fall Down* (1997) by Anne Fadiman tells the story of the conflict between western and traditional medicine in the treatment of an epileptic Vietnamese girl. For more about epilepsy, you can also check out *Epileptic* (2005), a graphic novel by David B., about growing up with his epileptic brother. *Girl*,



Interrupted (1993) by Susanna Kaysen is a dramatic and sometimes scary glimpse of the institutional treatment of mental illness and recovery.

Sub-unit 1, Lesson 6: "Phineas should have been dead"

The Gray Matter

Temple Grandin is an author and professor of agriculture whose books *Thinking in Pictures* (1996) and *Animals in Translation* (2005) talk about her life with autism, what it tells us about the human brain, and how humans think, as compared to other animals.

Sub-unit 1, Lesson 7: Phineas Recovers Fully

The Gray Matter

Jean-Dominique Bauby tells his story in *The Diving Bell and the Butterfly* (1997). After a stroke, the author was unable to speak, make any noise, or move any part of his body except his left eye. He communicated with medical staff by blinking, and—also by blinking—dictated this fascinating book.

Sub-unit 1, Lesson 9: A Tour of the Brain

This Is Your Brain in Fiction

Part of inventing a good story is creating a character who acts realistically. Fiction writers spend a lot of time thinking about thinking and what makes a person tick. For early examples, look at Mary Shelley's *Frankenstein; or, the Modern Prometheus* (1818), "The Imp of the Perverse" (1845) by Edgar Allan Poe, *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886) by Robert Louis Stevenson, and *The Island of Dr. Moreau* (1896) by H. G. Wells. They all share a preoccupation with the human mind and how it relates to our bodies. Another interesting older work is *The Little Prince* (1943) by Antoine de Saint-Exupéry about a man lost in a desert who tries to understand the deep sadness inside the mind of a very unusual boy he meets there.

Sub-unit 1, Lesson 10: Diagnose Phineas's Brain Injury

This Is Your Brain in Fiction

In the modern era, there's a lot of fiction that's specifically about the brain and how we deal with it when it goes off course. *Joey Pigza Swallowed the Key* (1998) by Jack Gantos is a sometimes sad, sometimes funny story of a young man with attention deficit hyperactivity disorder that will ring bells with anyone who's ever had trouble sitting still in class.

Sub-unit 1, Lesson 11: Phrenologists vs. Whole Brainers **This Is Your Brain in Fiction**

Don Trembath tells a powerful story of coping with disability in *Lefty Carmichael Has a Fit* (1999). Terry Trueman has written a series of books about a character with cerebral palsy. *Stuck in Neutral* (2000), *Cruise Control* (2004), and *Life Happens Next* (2012) tell the story of Shawn McDaniel, who is "locked in" by cerebral palsy and can't walk or talk.

Sub-unit 1, Lesson 12: Digging Up the Body: Harlow Rethinks Again!

This Is Your Brain in Fiction

Wintergirls (2009) by Laurie Halse Anderson tells an engaging story of anorexia and bulimia.



If you were interested in Temple Grandin, check out *Marcelo in the Real World* (2009) by Francisco X. Stork, the story of an autistic boy trying to cope with life at work in his uncle's law office.

Sub-unit 2, Lesson 1: Brain Science 101

This Is Your Brain in Fiction

Are you looking for fiction that's a little more sophisticated? Ken Kesey's *One Flew Over the Cuckoo's Nest* (1962) is a powerful novel about sanity and institutional treatment that's similar in many ways to Susanna Kaysen's memoir *Girl, Interrupted*. Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* (1974) tells a story about memory and how we understand ourselves.

Sub-unit 2, Lesson 2: Dopamine and the Adolescent Brain

This Is Your Brain in Fiction

Motherless Brooklyn (1999) by Jonathan Lethem and *The Curious Incident of the Dog in the Night-Time* (2003) by Mark Haddon are two detective stories, one involving Tourette's syndrome and the other autism.

Sub-unit 2, Lesson 3: Hot Cognition and Cold Cognition

This Is Your Brain in Fiction

Finally, for those of you who want to go way out of your heads, here's some brain-related sci-fi. Start with *Do Androids Dream of Electric Sheep?* (1968) by Philip K. Dick (the movie *Blade Runner* is based on it). Peter Dickinson's *Eva* (1988) is a totally wild story of a girl who wakes up to find her brain has been put in a very unusual body. *Feed* (2002) by M. T. Anderson is set in a future where everyone's head is plugged into a single system.

Sub-unit 3, Lesson 1: A Modern Phineas

This Is Your Brain in Fiction

The Uglies (2005) by Scott Westerfeld is a whole series of books in which people can be made beautiful in appearance—but only at a heavy cost to their brains. *Being* (2007) by Kevin Brooks is the moving story of a boy who discovers that he's not what he thinks he is. *The Adoration of Jenna Fox* (2008) by Mary E. Pearson tells an unusual story of self-discovery, as Jenna wakes from a coma with a strangely incomplete set of memories.

Sub-unit 3, Lesson 3: Comparing Visual Neglect to "Eyes Right"

Brain Drain

As you've seen, there's great literature on this subject, but if you're feeling the need to get plugged in, check out these websites:

- brainmuseum.org—all about brains, human and otherwise
- thebrain.mcgill.ca—a thorough tour of the brain and its functions
- www.pbs.org/wnet/brain—interesting brain-related features and activities
- www.med.harvard.edu/AANLIB/home.html—the brain photographed
- faculty.washington.edu/chudler/introb.html—neuroscience for kids (and others!)



- www.scholastic.com/teachers/article/john-fleischman-interview-transcript— interesting interview with the author of *Phineas Gage*



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