

<b>Domain:</b> <i>Strand: Reading Informational Text</i>		
<b>Cluster:</b> <i>Grade 8: Key Ideas and Details</i>		
<b>Standards:</b> RI. 8.1		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p><i>What impact does inference have on a student's ability to understand the central idea of the text?</i></p> <p><i>Why is textual evidence essential to a reader's understanding?</i></p> <p><i>Why cite evidence?</i></p>	<p><i>Citing evidence is vital to strong textual analysis</i></p> <p><i>Inferences must be rooted in the text and must provide a conceptual foundation for understanding</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Analyzing and creating editorials</i></li> <li>• <i>Creating a graphic organizer</i></li> <li>• <i>Engage in small group discussion</i></li> <li>• <i>Participate in Jigsaws</i></li> <li>• <i>Generate a Reader's Response Entry</i></li> </ul>
<b>Content Statements</b>		
<p><i>Analysis must be supported by evidence and inference</i></p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>• Analytical paper (e.g., Respond to speech by Martin Luther King and cite evidence from the text to support their opinion.)</li> <li>• Readers Response journal (e.g., students will respond to open ended questions related to the text.)</li> <li>• Editorial (e.g., Identifying language in a clip from a</li> </ul>		<p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p><a href="http://www.wordle.net/">http://www.wordle.net/</a></p> <p><a href="http://learning.blogs.nytimes.com/">http://learning.blogs.nytimes.com/</a></p>

<p>documentary that show bias on the presenter's part)</p> <ul style="list-style-type: none"><li>• Create a graphic novel ( e.g., Present a graphic novel, detailing main ideas and inferences from text)</li></ul>	<p><a href="http://jc-schools.net/tutorials/tools/english-ms.html">http://jc-schools.net/tutorials/tools/english-ms.html</a></p>
<b>Equipment Needed</b>	<p><a href="http://www.readingquest.org/">http://www.readingquest.org/</a></p>
<ul style="list-style-type: none"><li>• <b>LCD Projector</b></li><li>• <b>Promethean Board</b></li><li>• <b>SMART Board</b></li><li>• <b>Laptops</b></li></ul> <p><b>Trade books, magazines, newspapers, &amp; textbooks</b></p>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <ul style="list-style-type: none"><li>•</li></ul>

<b>Domain:</b> Strand: Reading Informational Text		
<b>Cluster:</b> Grade 8: Key Ideas and Details		
<b>Standards:</b> RI. 8.2		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>Why are central ideas important to understanding a text?</p> <p>How do supporting ideas help to develop the central idea?</p> <p>How can a central idea change?</p> <p>What is a good summary?</p>	<p>Determining central idea can help us to make vital and informative connections in our learning</p> <p>Supporting ideas can help us to derive the main idea</p> <p>Central ideas may develop further over the course of the text</p> <p>Objective summaries help us to understand the central idea</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Creating an outline</li> <li>• Engage in close reading</li> <li>• Engage in a small group discussion</li> <li>• Participate in Jigsaws</li> <li>• Generate a Reader’s Response Entry</li> <li>• Generate a summary</li> </ul>
<b>Content Statements</b>		
Effective readers are able to discern and to summarize central and supporting ideas of a given text		
<b>Assessments</b>		<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>• Summary (e.g., summarize the main idea in a given text)</li> <li>• Analytical paper (e.g., Comparing/Contrasting of two battles during the Civil War)</li> </ul>		<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>

<ul style="list-style-type: none"><li>• Memoir: (e.g., Students will write a memoir as a soldier from the Civil War)</li><li>• Readers Response journal (e.g., Objectively respond to a shared reading about the life of a Civil War soldier)</li><li>• Oral /Written Presentation (e.g., Small group activity using PowerPoint and presenting the cause and effect of the Civil War)</li></ul>	<p><a href="http://www.paarconline.org">www.paarconline.org</a></p> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p><a href="http://www.wordle.net/">http://www.wordle.net/</a></p> <p><a href="http://learning.blogs.nytimes.com/">http://learning.blogs.nytimes.com/</a></p>
<b>Equipment Needed</b>	
<ul style="list-style-type: none"><li>• LCD Projector</li><li>• Promethean Board</li><li>• SMART Board</li><li>• Laptops</li><li>• Trade books, magazines, newspapers, &amp; textbooks</li></ul>	<p><a href="http://jc-schools.net/tutorials/tools/english-ms.html">http://jc-schools.net/tutorials/tools/english-ms.html</a></p> <p><a href="http://www.readingquest.org/">http://www.readingquest.org/</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p>

<b>Domain:</b> Strand: Reading Informational Text		
<b>Cluster:</b> Grade 8: Key Ideas and Details		
<b>Standards:</b> RI. 8.3		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>Why analyze the interactions between people, events and ideas in a text?</p> <p>How do main ideas influence a reader's connections to a text?</p> <p>Are connections to a text essential for learning?</p>	<p>Readers analyze how a text makes distinct connections—text to text, text to self and text to world</p> <p>Readers are influenced and make meaning by analyzing the interactions between ideas, people and events</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Creating a T-Chart</li> <li>• K-W-L Charts</li> <li>• Create a plot line</li> <li>• Engage in close reading of select text</li> <li>• Engage in small group discussion</li> <li>• Participate in Jigsaws</li> <li>• Generate a Reader's Response Entry</li> </ul>
<b>Content Statements</b>		
Interactions between individuals, events, and ideas help connect readers to the text		
<b>Assessments</b>		<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>• T-Chart (Cause and effect on relationships described in a text)</li> <li>• Timeline (e.g., timeline of a particular event or a historical figure's life)</li> </ul>		<p>www.parcconline.org</p> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p>

<ul style="list-style-type: none"><li>• Reader's Response journal (Summary of text read)</li><li>• Peer Evaluation Rubric (Students will present summaries of text, while peers respond and critique each other's work)</li></ul>	<a href="http://www.wordle.net/">http://www.wordle.net/</a>
<b>Equipment Needed</b>	<a href="http://learning.blogs.nytimes.com/">http://learning.blogs.nytimes.com/</a>
<ul style="list-style-type: none"><li>• LCD Projector</li><li>• Promethean Board</li><li>• SMART Board</li><li>• Laptops</li><li>• Trade books, magazines, newspapers, &amp; textbooks</li></ul>	<a href="http://jc-schools.net/tutorials/tools/english-ms.html">http://jc-schools.net/tutorials/tools/english-ms.html</a> <a href="http://www.readingquest.org/">http://www.readingquest.org/</a> <a href="http://www.readwritethink.org">http://www.readwritethink.org</a>

<b>Domain:</b> <i>Strand:</i> Reading Informational Text		
<b>Cluster:</b> Grade 8 – Craft and Structure		
<b>Standards:</b> <i>RI 8.4</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does word choice express point of view?</p> <p>In what ways does allusion, analogy and figurative language contribute to the overall meaning of text?</p>	<p>Proficient readers use words, their variations and context to create meaning.</p> <p>Words contain connotative and denotative meaning.</p> <p>Comprehension of a text is essential in order to interpret and evaluate.</p> <p>Author’s tone helps you identify point of view.</p>	<ul style="list-style-type: none"> <li>Analyze, view, listen to a political speech as a whole class</li> <li>Catalog repetitive words to represent cliché, bias, appeal, slogan, domain specific text</li> <li>Identify thesis and emotional appeals, ethos, logos, pathos</li> <li>Analyze and create a cartoon or comic book such as Calvin and Hobbes, to identify inferences, point of view and argument. The cartoon should reflect upon global awareness, civic literacy, etc.</li> <li>Venn diagram</li> <li>Word Splash</li> <li>Writing RAFTs</li> <li>The Frayer Model</li> </ul>
<b>Content Statements</b>		<b>Teacher Resources</b>
<p>Analyzing non-fiction text involves looking at word choice, figurative language and the author’s style.</p>		
<b>Assessments</b>		
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>In groups of three the students will create an original super hero. Using the super hero groups will compose a comic strip dealing with an issue of global and local performance. Assess the completed activity for figurative language, connotation, meaning and tone. As an extension of this activity higher-level students will publish original books to bind and share with other</li> </ul>		

grades.

- Students can use a variety of multi media presentations to compare and contrast political speeches. As an extension groups may take an editorial and rewrite an excerpt to alter point of view and tone.
- Teachers will provide three resources written from different points of view on the same topic. Students are researching to arrive at their own point of view and should be assessed as the teacher deems fit.

<http://rubistar.4teachers.org>  
<http://owlenglish.purdue.edu/owl/resource/724/02>  
[www.parcconline.org](http://www.parcconline.org)  
[www.thinkfinity.com](http://www.thinkfinity.com)  
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746>  
[www.edutopia.org](http://www.edutopia.org)  
[www.k8accesscenter.org/documents/JKnight.webinar.ppt](http://www.k8accesscenter.org/documents/JKnight.webinar.ppt)

**Equipment Needed**

Multimedia equipment  
Internet access  
Interactive whiteboard  
Model essays

<b>Domain:</b> Strand: Reading Informational Text		
<b>Cluster:</b> Grade 8 – Craft and Structure		
<b>Standards:</b> RI 8.5		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do authors organize sentences into paragraphs, and paragraphs into essays to communicate effectively?</p> <p>How do readers deepen understanding by deconstructing a paragraph?</p> <p>How does analyzing text features and understanding role of sentences increase and support comprehension?</p>	<p>There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence.</p> <p>Transitional sentences and paragraphs contribute to the flow and sequence of a text.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Analyze writing exemplars</li> <li>• Model annotating text</li> <li>• Passage from expository text, delete parts of text, identify and replace missing parts to reconstruct paragraph.</li> <li>• Deconstruct paragraph to identify topic sentence and supporting details using color codes.</li> <li>• Brainstorm different types of transitions: contrast and support indicators.</li> <li>• SQ3R method</li> <li>• Graphic Organizers</li> </ul>
<b>Content Statements</b>		
Paragraph organization is integral to becoming a strategic reader.		
<b>Assessments</b>		<b>Teacher Resources</b>
To show evidence of meeting this standard, students may:		<p><a href="http://olc.spsd.sk.ca/de/pd/instr/strats/raft/">http://olc.spsd.sk.ca/de/pd/instr/strats/raft/</a></p> <p><a href="http://www.learnnc.org">www.learnnc.org</a></p>

Students will receive a four paragraph informational text sample to condense and summarize into one paragraph.

Create a “How-to Manual” on transitions.

Students will be given a list of vocabulary words that contain domain specific and transitional words. Students must write a paragraph that correctly utilizes a certain number of the given words. The teacher will assess whether the students have utilized the words in the proper fashion, as well as communicate the central idea and purpose.

#### **Equipment Needed**

Multimedia equipment  
Internet access  
Interactive whiteboard  
Model essays

<http://www.justreadnow.com/strategies/frayer.htm>  
[www.learnnc.org](http://www.learnnc.org)  
<http://www.readingquest.org/strat/sfa.html>  
<http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse>  
[www.readwritethink.com](http://www.readwritethink.com)  
<http://rubistar.4teachers.org>  
<http://owlenglish.purdue.edu/owl/resource/724/02>  
[www.parconline.org](http://www.parconline.org)  
[www.thinkfinity.com](http://www.thinkfinity.com)  
<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746>  
[www.edutopia.org](http://www.edutopia.org)  
[www.k8accesscenter.org/documents/JKnight.webinar.pdf](http://www.k8accesscenter.org/documents/JKnight.webinar.pdf)

<b>Domain:</b> Strand: Reading - Informational Text		
<b>Cluster:</b> Grade 8 – Craft and Structure		
<b>Standards:</b> RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>How does an author acknowledge conflicting evidence without weakening his/her argument?</p> <p>Why is it important to acknowledge and understand opposing viewpoints?</p> <p>How can we differentiate between the author’s central argument and counter argument that the author presents in the same essay?</p>	<p>The author has one central thesis that focuses the entire essay.</p> <p>The author also includes counter arguments.</p> <p>It is essential to understand conflicting viewpoints.</p> <p>The reader ascertains the relevance of the text by understanding the author’s thesis and counter arguments.</p> <p>There is a difference between the author’s purpose and the purpose of the text.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Discuss the rhetorical triangle and investigate how audience, subject and author interact.</li> <li>• Read an essay and discuss the arguments that the author may have intentionally left out. What has the author chosen to leave out and why?</li> <li>• Quick writes used to respond or reflect upon the author’s thesis.</li> <li>• Provide a model essay based upon a commonly held belief and ask students to create an argument that counters that belief.</li> <li>• Socratic Seminar: (see website)</li> </ul>
<b>Content Statements</b>		
<p>Effective argumentation involves the author’s thesis plus counter arguments.</p>		

<b>Assessments</b>	<b>Teacher Resources</b>
<p>To show evidence of meeting this standard, students may:</p> <p>Using a model essay, teacher will eliminate the opening and closing. The students will create a thesis and wrap up statement based on the evidence provided.</p> <p>Using a model essay, teacher will eliminate the latter third of the essay. Students will individually or collaboratively, finish the essay by creating counter arguments.</p> <p>SPAWN writing (see website for explanation)</p>	<p><a href="http://olc.spsd.sk.ca/de/pd/instr/strats/raft/www.learnnc.org">http://olc.spsd.sk.ca/de/pd/instr/strats/raft/www.learnnc.org</a></p> <p><a href="http://www.justreadnow.com/strategies/frayer.htm">http://www.justreadnow.com/strategies/frayer.htm</a></p> <p><a href="http://www.learnnc.org">www.learnnc.org</a></p> <p><a href="http://www.readingquest.org/strat/sfa.html">http://www.readingquest.org/strat/sfa.html</a></p> <p><a href="http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&amp;sq=blogs&amp;st=cse">http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&amp;sq=blogs&amp;st=cse</a></p> <p><a href="http://www.readwritethink.com">www.readwritethink.com</a></p> <p><a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a></p> <p><a href="http://owlenglish.purdue.edu/owl/resource/724/02">http://owlenglish.purdue.edu/owl/resource/724/02</a></p> <p><a href="http://www.parconline.org">www.parconline.org</a></p> <p><a href="http://www.thinkfinity.com">www.thinkfinity.com</a></p>
<b>Equipment Needed</b>	
<p>Internet</p> <p>Model essay handouts</p> <p>IWB</p>	<p><a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&amp;CFTOKEN=24706746">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&amp;CFTOKEN=24706746</a></p> <p><a href="http://www.edutopia.org">www.edutopia.org</a></p> <p><a href="http://www.k8accesscenter.org/documents/JKnight.webinar.ppt">www.k8accesscenter.org/documents/JKnight.webinar.ppt</a></p> <p><a href="http://ci5451literacystrategiescollective.pbworks.com/w/page/6064028/SPAWN">http://ci5451literacystrategiescollective.pbworks.com/w/page/6064028/SPAWN</a></p> <p><a href="http://www.middleweb.com/Socratic.html">http://www.middleweb.com/Socratic.html</a></p>

<b>Domain:</b> <i>Strand:</i> Reading Informational Text		
<b>Cluster:</b> <i>Grade 8:</i> Integration of Knowledge and Ideas		
<b>Standards:</b> RI. 8.7		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>What are the advantages/disadvantages of using different mediums to present a particular topic or idea?</p> <p>Does the medium or format affect the presentation of information?</p>	<p>Various forms of media can be used to accommodate a myriad of learning styles.</p> <p>Differentiated instruction can affect the interpretation of information.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Creating an outline</li> <li>• Engage in close reading</li> <li>• Engage in a small group discussion</li> <li>• Participate in Jigsaws</li> <li>• Generate a Reader’s Response Entry</li> <li>• Presentation</li> </ul>
<b>Content Statements</b>		
Effective readers are able to discern and to summarize central and supporting ideas of a given text		
<b>Assessments</b>		<b>Teacher Resources</b>
<ul style="list-style-type: none"> <li>• Report (e.g., students can make a video reporting on text read in class.)</li> <li>• Analytical paper (e.g., Compare and contrast the movie version of “J. Edgar” to J. Edgar Hoover’s biography.</li> <li>• Readers Response journal (e.g., Students can write the aforementioned assignment (analytical paper) as a pre-</li> </ul>		<p>www.parcconline.org</p> <p><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></p> <p><a href="http://www.wordle.net/">http://www.wordle.net/</a></p>

<p>writing activity</p> <ul style="list-style-type: none"><li>• Oral /Written Presentation (e.g., Students select media, such as video, PowerPoint, etc., to present on a research topic.)</li></ul>	<p><a href="http://learning.blogs.nytimes.com/">http://learning.blogs.nytimes.com/</a></p> <p><a href="http://jc-schools.net/tutorials/tools/english-ms.html">http://jc-schools.net/tutorials/tools/english-ms.html</a></p> <p><a href="http://www.readingquest.org/">http://www.readingquest.org/</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p>
<p><b>Equipment Needed</b></p>	
<ul style="list-style-type: none"><li>• LCD Projector</li><li>• Printer</li><li>• Camera</li><li>• Promethean Board</li><li>• SMART Board</li><li>• Laptops</li><li>• Trade books, magazines, newspapers, &amp; textbooks</li></ul>	

<b>Domain:</b> Strand: Reading Informational Text		
<b>Cluster:</b> Grade 8 Integration of Knowledge and Ideas		
<b>Standards:</b> RI 8.8		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>In what ways can a reader determine whether an author’s reasoning is sound?</p> <p>In what ways does irrelevant information/evidence impact an argument?</p> <p>How is argumentation structured?</p>	<p>Argument depends on evidence.</p> <p>Just because an author writes something does not mean that it is true.</p> <p>Authors often include irrelevant information in order to mislead the reader.</p> <p>Authors purposefully select information to include/exclude in an essay.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• discuss written scenarios/ statements in order to uncover flaws in logic</li> <li>• model annotating argumentative text in order to identify the steps in an argument</li> <li>• generate evidence for a hypothetical argument</li> <li>• read as a whole class persuasive essays and discuss while reading</li> <li>• debate a controversial issue</li> <li>• create a graphic organizer that shows the links between pieces of information in an argument</li> <li>• evaluate the logically connect between the above links</li> </ul>
<b>Content Statements</b>		
<p>A reader can only fully comprehend and appreciate an argument by analyzing and evaluating the author’s evidence and logic.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>

*To show evidence of meeting this standard, students may:*

**Comparison Charts:** Working independently or in groups, students will visit the website of two conflicting political parties, service organizations, or activist groups. As a t-chart, students will present the information that each site posts. The student/group will then present the information to the class and lead a discussion about the evidence (e.g., Why would \_\_\_\_\_ present \_\_\_\_\_ while \_\_\_\_\_ leaves it out?)

**Mass Media and Argument:** Teacher will assign students to read mass media articles printed in publications with different political leanings. For instance, a student might compare a story printed in the NYTimes to one printed in The Weekly Standard or American Spectator. Students will then share their findings by jigsawing or presenting informally to the whole class. Teacher will grade the student based on his/her ability to recognize and articulate differences in the stated or implied position of the two articles. (N.B. The Nation, Mother Jones, and The Huffington Post are useful for this activity as they print articles that are clearly liberal.)

**Equipment Needed**

Internet access  
Interactive whiteboard  
Model essays

**nd\_rhetoric**

**Domain:** *Strand: Reading (Informational Text)*

**Cluster:** Integration of Knowledge and Ideas

**Standards:** RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> <li>• What is truth and how do we determine what is true?</li> <li>• What is propaganda and how does it affect people's perspectives?</li> <li>• How does learning about history from literature differ from learning it through historically accurate documents?</li> <li>• Why is it important to seek corroborating evidence among divergent viewpoints on a similar topic?</li> <li>• What purpose does humor serve in getting a point across to an audience?</li> </ul>	<ul style="list-style-type: none"> <li>• There are frequently numerous interpretations to an event, work of art or controversial issue.</li> <li>• Although interpretations are based in opinion, they can be skewed by internal and external factors that affect the author's observation and reporting.</li> <li>• Writers will often dramatize their writing to influence persuade readers.</li> <li>• Propaganda in all its forms has powerful and enduring effects on people</li> <li>• Humor has a powerful influence</li> <li>• Good</li> </ul>	<ul style="list-style-type: none"> <li>• Examine texts (e.g., newspapers, magazines, news websites, etc) that account potentially divergent viewpoints of a common event</li> <li>• View an event (e.g., a video of a mock car accident) and have students write exactly what happens. Students will read each others' accounts and look for similarities and differences</li> <li>• Read accounts of major historical events from multiple sources and compare the differences</li> <li>• View works of art that depict major events and compare their stylization versus the truth.</li> <li>• Summarize an article in a Twitter style "tweet" (in 140 characters or less)</li> <li>• Read humorous anecdotes of various events and discuss the techniques the author uses to be humorous.</li> <li>• Analyze an author's analysis of the foibles of human nature</li> </ul>
<b>Content Statements</b>		

<ul style="list-style-type: none"> <li>• Determine the differences between fact and opinion</li> <li>• Recognizing propaganda helps people form thoughtful opinions based in truth</li> <li>• Often, there are elements of truth to differing viewpoints</li> <li>• Find corroborating to help construct truth</li> <li>• Connect ideas through interdisciplinary study (e.g., ELA and History)</li> <li>• Good readers ask questions about the text before, during and after reading a piece of writing</li> </ul>	<p>readers ask questions before, during and after reading a work</p>	
<p><b>Assessments</b></p> <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• Provide written analysis of divergent viewpoints of an event using textual evidence.</li> <li>• Analyze divergent viewpoints and extract corroborating evidence</li> <li>• In pairs or teams, students can present viewpoints on a common event.</li> <li>• Write an account of an event from an alternate point of</li> </ul>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p>“True Story of Paul Revere’s Ride”:  <a href="http://www.earlyamerica.com/lives/revere/chapt3/">http://www.earlyamerica.com/lives/revere/chapt3/</a></p> <p>Longfellow’s “Paul Revere’s Ride”  <a href="http://poetry.eserver.org/paul-revere.html">http://poetry.eserver.org/paul-revere.html</a></p> <p><i>Redcoats and Rebels – The American Revolution through</i></p>

<p>view</p> <ul style="list-style-type: none"><li>• Create a myth vs. reality poster board of historic events</li></ul>	<p><i>British Eyes</i> by Christopher Hibert</p> <p><a href="http://www.bl.uk/onlinegallery/features/americanrevolution/index.html">http://www.bl.uk/onlinegallery/features/americanrevolution/index.html</a></p>
<p><b>Equipment Needed</b></p>	
<p><b>Internet, Interactive whiteboard/projector</b></p>	<p>Randy Golden's "Causes of the Civil War" (Southern Perspective) <a href="http://ngeorgia.com/history/why.html">http://ngeorgia.com/history/why.html</a></p> <p>Japanese Internment: PBS' Children of the Camps: (<a href="http://www.pbs.org/childofcamp/history/index.html">http://www.pbs.org/childofcamp/history/index.html</a>)</p>

<b>Domain:</b> <i>Strand: Reading: Informational Text</i>		
<b>Cluster:</b> <i>Grade 8</i>		
<b>Standards:</b> <i>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
Why is reading nonfiction texts important?	Human beings are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Read a variety of nonfiction pieces to determine which form resonates with them.</li> <li>• Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.</li> </ul>
<b>Content Statements</b>	Informational texts can be used as a supplement to enhance a writer’s point of view about a specific subject.	
To incorporate informational texts into students’ intellectual repertoire.		
<b>Assessments:</b>		<b>Teacher Resources</b>
To show evidence of meeting this standard, students may: Write an editorial expressing their point of view about a current event topic.		
<b>Equipment Needed:</b>		
Access to a newspaper.		

