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EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 8

Lesson 4: Additional Practice

Focus Standard(s): RI.8.3

Additional Standard(s): RI.8.1, RI.8.2, RI.8.4, W.8.2, W.8.7, SL.8.1, L.8.1-3 (Depending on students' needs.), L.8.4

Estimated Time: 4-5 days

Text(s): See the “Understanding Lesson Purpose and Student Outcomes” section in the body of the Instructional Plan in this lesson.

Resources and Materials:

- Handout 1.2: Performance Task Motivation Questionnaire (optional)
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#) (optional)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- Handout 2.3: Formative Assessment Data Sheet
- Handout 3.1: Lesson Understandings/Notes
- Handout 3.2: Rubric for Analysis Essay
- [GIST Template](#) and/or a [Summary Template](#)
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)

Lesson Target(s):

- Students will learn how to distinguish between and prepare for summary and analysis of a text.

- Students will show understanding of the following concepts: See the RI.8.3 “I will understand” section of **Handout 1.3**.
- Students will complete the following actions:
 - Compose an accurate summary of a text that includes a central idea.
 - Compose an accurate analysis of a text that includes how the author makes connections among or distinctions between ideas, events, and people within a text.

Guiding Question(s):

- How do authors make connections or distinctions among ideas, events, and people within a text?
How do I produce a written analysis of a text?
- How is a summary different than an analysis?

Vocabulary

In-Context Vocabulary:

- See Teacher-Led Options section.
- Note:** Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the CPR context clue strategy.
- Use an [Anchor Chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- See Teacher-Led Options section.
- Note:** Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Provide students with a list of the vocabulary words you have placed on the word wall and have them categorize the words by sorting and creating category titles for the words.

Understanding Lesson Purpose and Student Outcomes

T: We will continue to learn more about motivation so all of you can effectively complete your performance task, so we will analyze the several texts to gain some more insight into the topic of motivation. While learning about motivation, we will continue to learn about how authors make connections or distinctions among ideas, events, and people within a text to support and develop specific ideas, including the central idea.

Provide students with a list of articles they can choose from to study this lesson, and direct students to choose at least two texts from the “Informational Texts” list and at least one video from the “Nonprint Texts” list.

Note: Students may work individually or in small groups.

Informational Texts

- [“Athletes Face Boredom, Overtraining That Threaten to Derail Sports Careers”](#) by Washington Post, adapted by Newsela staff
- [“Students’ Work Ethic Affected by Peer Groups, Desire to be Popular”](#) by Shankar Vedantam
- [“At the Head of Her Class and Homeless”](#) by NPR staff
- [“Herd Behavior”](#) by (1310L)
- [“Conformity”](#) by CommonLit staff (1190L)
- [“Group Behavior”](#) (1020L) by Michael Stahl

- [“Fear is Simple and Profound”](#) by Julia Butterfly Hill (1110L)
- [“What Fear Can Teach Us”](#) by Karen Thompson Walker
- [“What Motivates Us”](#) from Harvard Business Review

Nonprint Texts (e.g., Media, Video, Film, Music, Art, Graphics)

- [Bob Nease: How to Trick Yourself into Good Behavior](#) from TED Talks (no available interactive script)
- [Dan Pink: The Puzzle of Motivation](#) from TED Talks and [interactive script](#)
- [Alex Laskey: How Behavioral Science Can Lower Your Energy Bill](#) from TED Talks and [interactive script](#)
- [“Asch Experiment”](#)
- [Start with the End in Mind: Isaiah Hankel](#) at TEDxLafayetteCollege (no available interactive script)

Teacher-Lead Group Options:

Have students choose or direct necessary students to a teacher-led small group in which you complete Activity 1, 1a, 1b, 1c, 1d, and/or 2 from Lesson 2 based on student needs with one or more of the texts.

Activity 1: Practice to Master RI.8.3

Have students complete **Handout 2.1**.

- ✓ Monitor students’ level of mastery with **Handout 2.3**. Provide feedback and support for students. Determine the type of support students need to move them to the next level.

Activity 2: Share-out of Handout 2.2

T: Complete **Handout 2.2** and prepare to share out with the large group here.

Point to a section of the classroom on which a larger version of **Handout 2.2**.

Note: This can be on the board or large bulletin board paper. The important part is that there is enough space for each group to share.

After students finish sharing their information on the paper or board, direct students to record any pertinent information from other groups on their **Handout 2.2**. Option: Have students recommend or rate the texts that they read/viewed to possibly entice students to read/view the texts they did not view at a later time.

Note: Students may need additional copies of this handout.

Activity 3: Written Analysis

T: Now you will provide a written analysis of one of the texts you have read/viewed individually, with a partner, or in a small group. You may use my model, your notes you already collected in the previous lesson, and my feedback from the previous lesson to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we just used in my model summary. Here is your analysis question:

You have read/viewed several texts about student motivation. Write an essay that analyzes how the author/speaker of one of those texts makes connections between and distinctions among the major ideas, people, and/or events in the text. Support your response with evidence from the text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 4: Individualized Conventions of Standard English Revision and Edits Mini-Lesson

Based on [your ongoing viewing of students' written products](#), determine (or have students determine with [this checklist](#)) specific areas of need for errors in Standard English or general improvements (e.g., adding a colon or ellipsis) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon.

Divide the students to complete stations that are accompanied with small group direction cards or a video (or live) tutorial and an activity. Use the following mini-lessons for inspiration about station/center options:

- [Revise By Varying Sentence Patterns](#) or [Varying Sentence Structure](#)
- [Using Active Voice \(L.8.1b\)](#)
- [Reciprocal Revision Station](#)
- [Quotation Marks Station](#)
- [Spelling](#)

For students who are EL, have disabilities, or perform well below the grade level:

- Provide students with a tutorial that covers standards in a previous grade level, such as [Use Commas to Separate an Introductory Element](#).

Extensions for students who perform above grade level:

- Provide students with a tutorial that covers standards in a higher grade level, such as [Semi-colons](#).

Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need among students' writing and group students based on areas of need.

Have students depict what they learned with examples through their choice of delivery: artwork, multimedia, recording, etc. Students should then apply what they have learned to their writing. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions. Use the Conventions row of **Handout 3.2**.

Activity 5: Reflecting on the Performance Task

Direct students back to their **Handout 1.4**. Explain that they may need to have research to help them make the best decisions for their performance task. If this is determined, they should start discussing what type of survey they should use to gather information more information.

In their research groups, have students start to consider the following: what data and research are needed, how/with what instrument would they collect that data, how long it may take to complete the performance task, and whether their suggestions would improve motivation or cause more motivation problems. For students who struggle, provide them some ideas of a project that is related but not exactly like theirs. For example, if they are completing Task A, you could provide them with an example of another school's rewards and consequences plan and think-aloud how you would use the information learned to evaluate their plan.

Direct students again to place any additional ideas to their **Handout 2.2**, if necessary.

Reflection and Closing

- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task. (Perhaps, provide another motivation survey.)
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.

Homework

Study for cold/fresh read assessment.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org