

INTERPRETING LITERATURE
Language Arts and Social Science

Grades: 6-8

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Acceleration Approach

Standard has been accelerated by moving grade level 6/8 up to the standard used for CIM.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
					—————▶					

Organizing Overarching Concept (e.g., systems, patterns of change, models, scales)

Patterns of change

Organizing Higher Order Skills (e.g., Bloom’s, Paul’s Model of Reasoning)

Paul’s Model—purpose, inferences, point of view

Differentiation Features – Students:

- Use multiple higher-level skills
- Use advanced resources
- Make reasoning explicit

COMMON CURRICULUM GOAL

English/Language Arts - Reading

Demonstrate a critical stance when reading literary text.

Develop an interpretation when reading literary text.

English/Language Arts - Communication

Listen critically and respond appropriately to oral communication.

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topics, context, audience and purpose.

Structure oral, visual, written and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.

Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures and other nonverbal techniques.

English/Language Arts - Writing

Use multi-step writing process (e.g., identify audience and purposes, generate ideas, plan, draft, confer, revise, and publish) to express ideas.

Select functional, precise, and descriptive words appropriate to audience and purpose.

Use varied sentence structures and lengths to support meaning and to enhance flow and rhythm in writing.

Social Science—Analysis

Define and clarify an issue so that its dimensions are well understood.

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Archetypal Model

Literary analysis of author’s words, sensory appeals, imagery, tone, mood. Followed by a response to a given question.

TASK DEMAND

Sample Task Activity

- Read and discuss *A Rose for Emily*.
- Readiness: Discuss author’s craft—word choice, purpose in general.
- Use Graphic Organizers *Vocabulary Web* and *Literature Analysis—Wheel of Reasoning*.
- Use open-ended discussion and write questions to address standard language issues
 - Setting description
 - Word usage and images
 - Lifestyle and historic changes
 - Personal reflection on cultural element in story compared to contemporary situation

Questions

1. How does Faulkner use images and phrasing to establish settings? What evidence from the text shows the author’s description of the culture at that time?
2. How does the author establish mood?
3. What sensory details are present?

Further Assignments:

- Write about a cultural issue.
- Analyze cultural rules to change over time.
- Predict future changes and provide reasoning.
- Classify the cultural elements that would be researched.
- Interview or survey others to determine thoughts on cultural elements.

BENCHMARKS

English/Language Arts - Reading

8th Grade – Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

8th Grade – Analyze characterization as revealed through a character’s thoughts, words, speech patterns, and actions; and the thoughts, words, and actions of other characters.

8th Grade – Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

10th Grade – Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

10th Grade - Determine characters’ traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

CIM – Analyze the way in which a work of literature is related to the themes and issues of its historical period.

CIM – Evaluate the impact of word choice and figurative language on tone, mood, and theme.

English/Language Arts - Communication

8th Grade – Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.

8th Grade – Use language effectively and creatively to make a strong impact, evoke a response from the audience, and convey a clear message.

8th Grade – Use effective word choice, enunciation and pace during formal presentations.

10th Grade – Make a formal presentation to the class (e.g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence.

10th Grade – Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.

INTERPRETING LITERATURE**Language Arts and Social Science****Grades: 6-8****PAGE 3****Project**

- Construct a project analyzing our own culture as Faulkner did in *A Rose for Emily*.
- Compare change over time.
- Prepare a discourse, both a formally and at length written exposition and an informative speech intended to give information about or an explanation of difficult material.

Questions

- What are the behavior models, class systems, sanctions and rewards for various behaviors?

Implementation Time

2-3 days initial assignment
 1 week surveys and research
 1 week writing or
 1 week speech process
 1 week visual display

Resources

A Rose for Emily by Faulkner <http://www.online-library.org/fictions/emily.html>

Scoring Guides (See Standards and Assessments Section VII.)**Writing****Speaking**

Scoring Guide	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
SOCIAL SCIENCE/ANALYSIS						
Students will be able to:						
Define and clarify an issue so that its dimensions are well understood.						

Note:

Other tasks determined by the teacher depending on the student's assignments and projects.

10th Grade – Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.

CIM - Formulate judgments about ideas under discussion and support those judgments with convincing evidence.

English/Language Arts - Writing

8th Grade – Use descriptive language that clarifies and enhances ideas (e.g., establish a tone and mood, uses figurative languages, uses sensory images and comparisons).

8th Grade – Develop a variety of sentence structures by expanding and embedding ideas to enhance clarity and meaning (e.g., complex sentences, sentences with parallel structure).

8th Grade – Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

10th Grade – Use the writing process (e.g., prewriting, drafting, revising, editing successive versions).

10th Grade – Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.

10th Grade – Use a variety of sentence beginnings, (e.g., introductory words, phrases, or clauses that begin with prepositions, adverbs, participles) and a variety of sentence lengths.

10th Grade – Identify and use parallelism, including similar grammatical forms to represent items in a series and items grouped together for emphasis.

Social Science—Analysis

8th Grade—Clarify key aspects of an event, issue, or problem through inquiry and research.

CIM – Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

Graphic Organizer

VOCABULARY WEB MODEL

The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

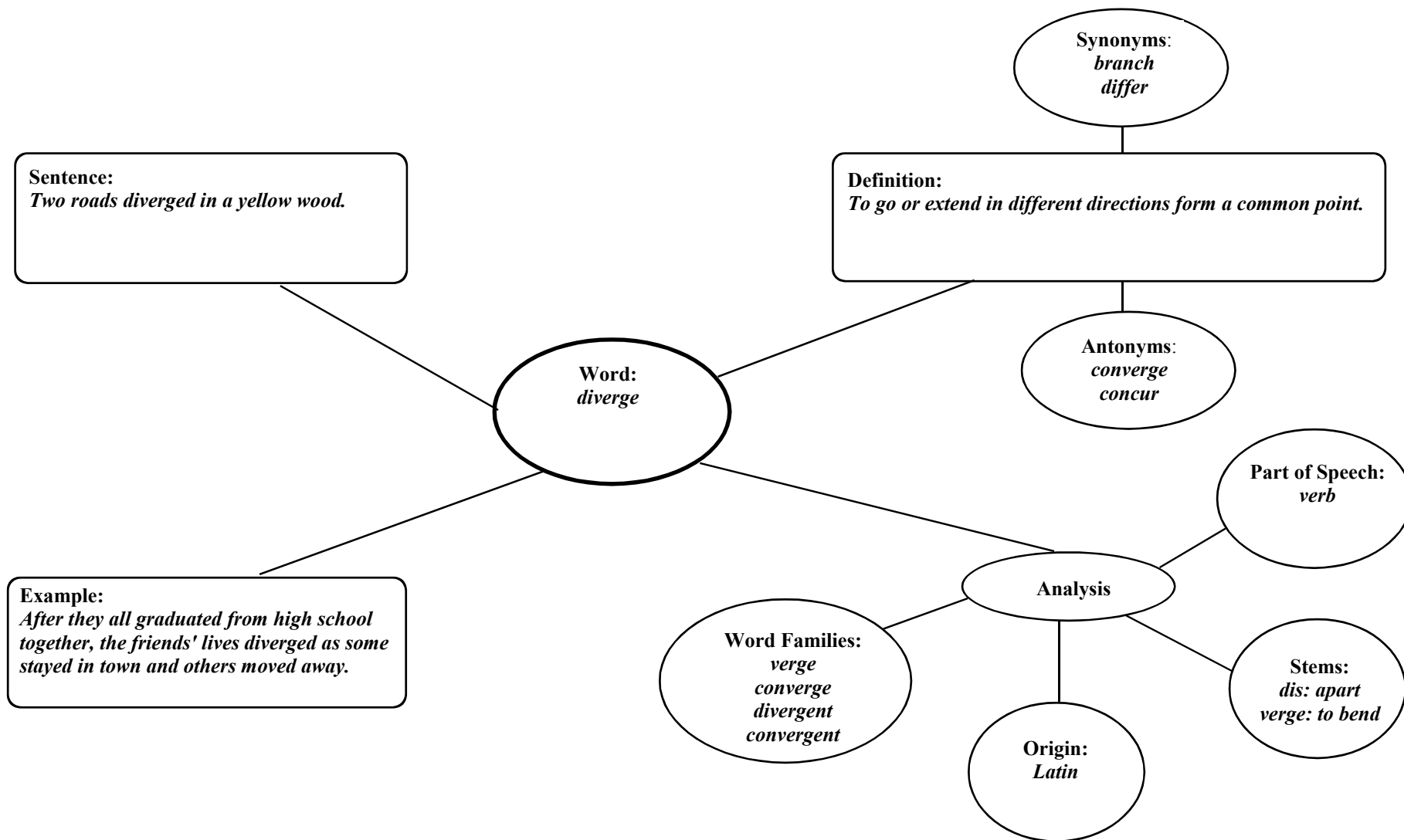
An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

See an example of the next page.

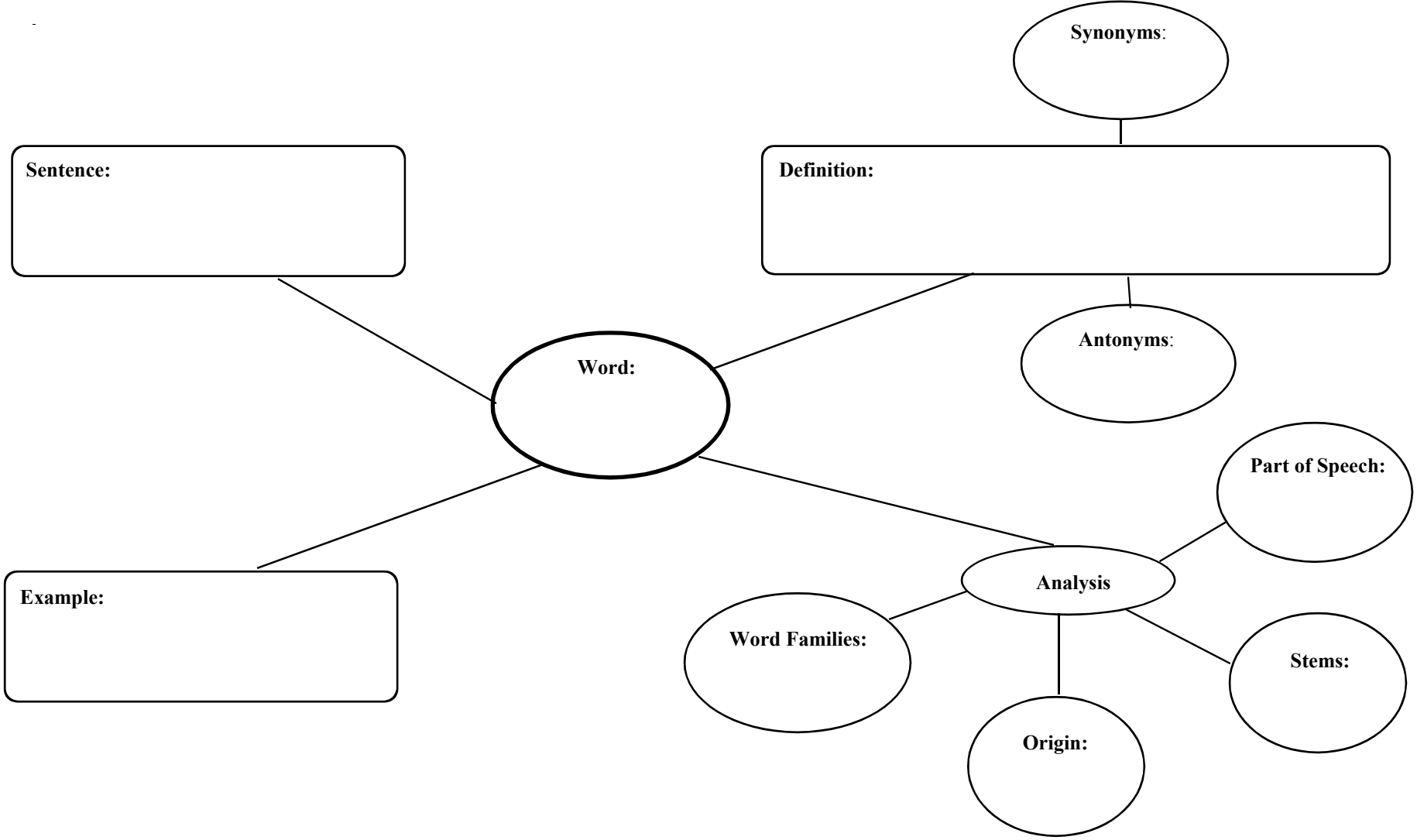
GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

Name _____ Title _____



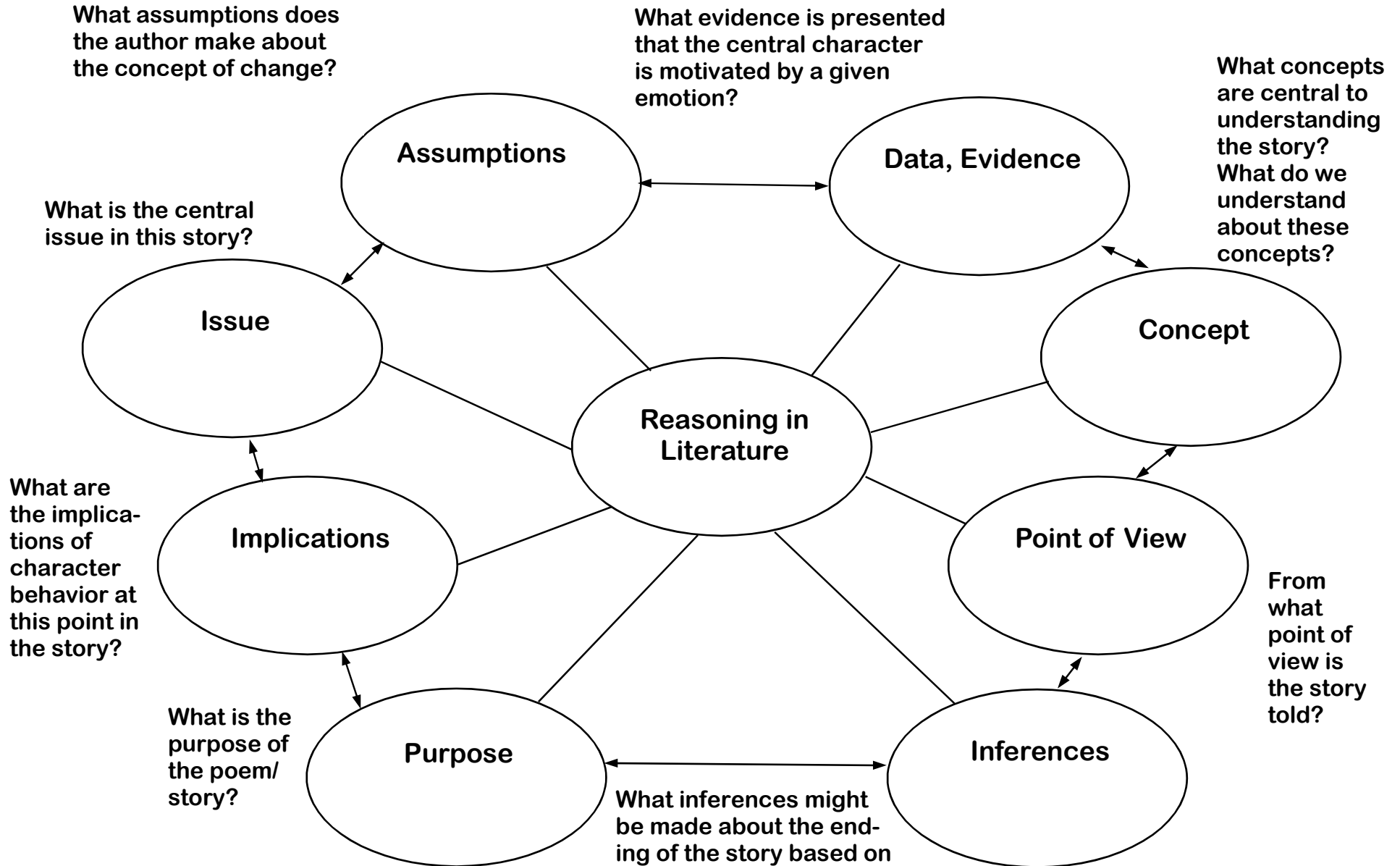
GRAPHIC ORGANIZER
VOCABULARY WEB

Name _____ Title _____



GRAPHIC ORGANIZER

LITERATURE WEB—WHEEL OF REASONING



Graphic Organizer LITERATURE WEB MODEL

The Literature Web model encourages students to consider five aspects of a selection they are reading: key words (important, interesting, intriguing, surprising, or unknown to the reader), feelings (those of the reader), images or symbols, ideas, and structure of writing (anything you notice about how the piece is written, such as dialogue, rhyming, short sentences, or big words). The web helps students to organize their initial responses and provides them with a platform for discussing the piece in small or large groups. Whenever possible, students should be allowed to underline and to make marginal notes as they read and reread. After marking the text, they then organize their notes into the web.

Suggested questions for completing and discussing the web are described below:

Key Words: Think and look back over the story. What were some words or groups of words that you really liked or thought were really important? Why were they special words to you? What were some words that you thought were interesting or exciting?

Feelings: What feelings did you get when you read the story? What feelings do you think the characters had? What happened in the story to tell you how the characters were feeling? Why do you think you had the feelings that you did?

Ideas: What was the main idea of the story? What were some of the other ideas the author was trying to talk about? What was she saying about change?

Images: What were some of the key images of the piece? What hidden meaning did some of the symbols hold?

Structure of Writing: What are some important characteristics of the way this piece is put together? How does the rhyming pattern (or dialogue, short sentences, etc.) contribute to the piece? How is the structure important for the meaning of the piece?

After students have completed their webs individually, they should compare their webs in small groups. This initial discussion will enable them to consider the ideas of others and to understand that individuals interpret literature differently. These small groups may compile a composite web that includes the ideas of all members.

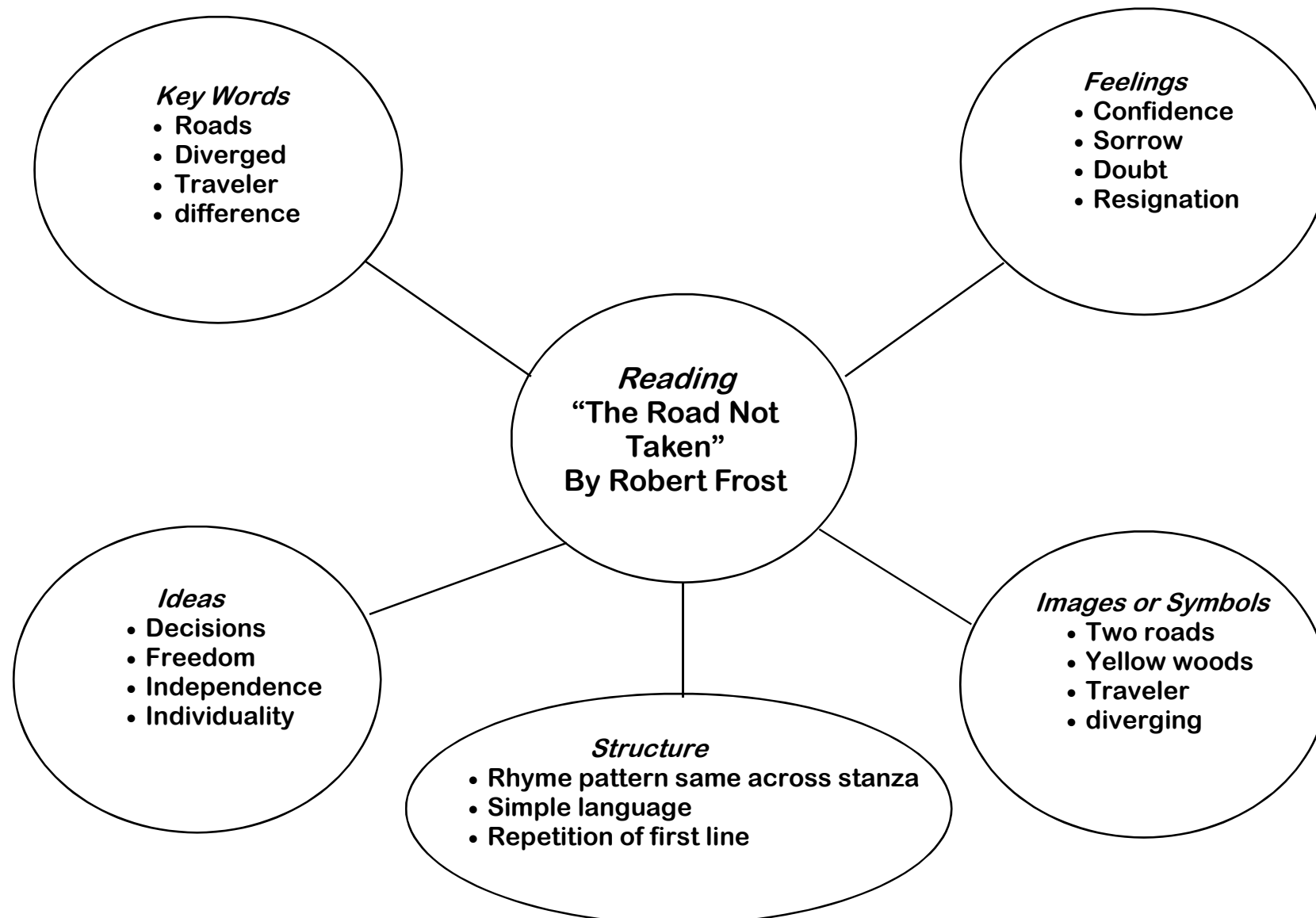
Following the small group work, teachers have several options for using the webs. For instance, they may ask each group to report to the class; they may ask groups to post their composite webs; or they may develop a new web with the class based on the small group work. However, each web serves to prepare students to consider various issues the teacher will raise in whole group discussion. It is important that teachers hold a whole group discussion as the final aspect of implementing the model as a teaching-learning device. Teachers are encouraged to post the poem or story under consideration on an overhead or wherever it can be seen as the discussion is held. The teacher should record ideas, underline words listed, and call attention to student responses visually.

Graphic Organizer

LITERATURE WEB TEACHER'S EXAMPLE

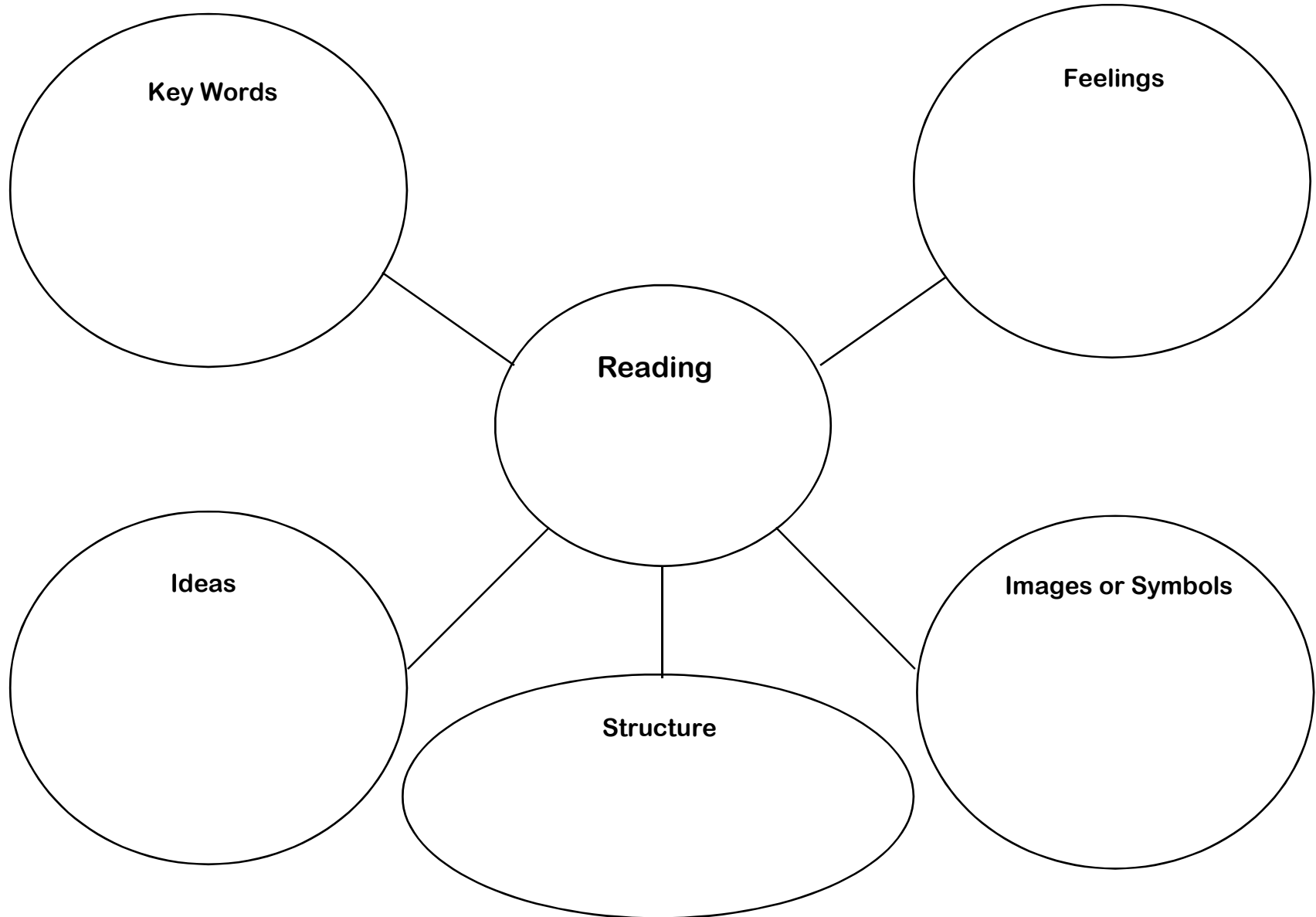
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Name _____ Date _____



Graphic Organizer
LITERATURE WEB

Name _____ Date _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENGLA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audience <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Advanced Critical Thinking in Social Science <input type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input checked="" type="checkbox"/> Challenging Social Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Social Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
		<p>*Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>		
<p>Student _____ Grade _____</p>				
<p>Teacher _____ School _____</p>				
<p>Date Initiated _____ Date Completed _____</p>				
<p align="center">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				