

THE STORY OF ME—A MONOLOGUE
English/Language Arts

Grade: 8

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Acceleration Approach

Standard has been accelerated by moving grade level 8 up to the standard used for grade level 10.

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

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

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

Differentiation Features— Students:

- Uses multiple higher-level skills
- Have additional variables to study
- Reasoning made explicit

COMMON CURRICULUM GOAL

Language Arts – Reading

Develop an interpretation when reading literary text.

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.

Language Arts – Communication

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

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.

Benchmarks

Language Arts – Reading

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.

THE STORY OF ME—A MONOLOGUE**English/Language Arts****Grade: 8****PAGE 2****Archetypal**

Students will read, identify, and analyze a character in a piece of challenging literature using Graphic Organizer *Character Analysis*. Students will analyze new vocabulary words using the Graphic Organizer *Vocabulary Web*.

TASK DEMAND**Sample Task Activity**

- Read an appropriately challenging classic.
- Analyze new vocabulary words using the Graphic Organizer *Vocabulary Web*.
- Select a major character and identify the character's influences that lead to a major contribution to society. Use Graphic Organizers *Significant Contributions* and *Significant Events*.
- Develop a biographical sketch from a Graphic Analyzer *Character Analysis* and from it, develop a monologue, entitled "The Story of Me," describing themselves (in character).
(Approximate length of writing: 300-450 words.)
- Perform/present the sketch to the class.

Questions

- What characteristics are unique to your character?
- What significant contributions did your character make to society?
- Based on what you know about your novel character, which monologue format would your character choose in talking about him or her?
 - Chronological
 - Flashback
 - Now and then
 - Significant life moments
 - Other
- Why do you think so?

Implementation Time

- Teacher determination. Possibly 2-5 class periods and presentation time.

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.

Language Arts – Writing

8th Grade – Use descriptive language that clarifies and enhances ideas (e.g., establishes 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.

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Resources

- Dickens, C. (1843). *A Christmas carol*. (reprint 2002 paperback) NY, NY: Dover Publications, Incorporated.
- Dickens, C. (1859). *A Tale of two cities*. (reprint 2002 paperback) NY, NY: Viking Penguin.
- Dickens, C. (1838). *Oliver twist*. (reprint 2002 paperback) NY, NY: Viking Penguin.
- Hawthorne, N. (1851). *The House of the seven gables*. (reprint 2002 paperback) NY, NY: Random House, Incorporated.
- Hudson, W. H. (1904) *Green mansions: A Romance of the tropical forest*. (reprint 1989 paperback) NY, NY: Dover Publications, Incorporated.
- Hugo, V. (1976) *Les miserables*. (reprint 1989 paperback) NY, NY: Random House.
- Hugo, V. (1831) *The Hunchback of notre dame*. (reprint 1997 paperback) NY, NY: Dover Publications, Incorporated.
- Twain, M. (1903). *The adventures of tom sawyer*. (reprint 2001 paperback) NY, NY: Aladdin Paperbacks.
- Du Maurier, D. (1938). *Rebecca*. (reprint 1971 paperback). NY, NY: Hurst Books.
- Steinbeck, John. (1947). *The Pearl*. (reprint 1992 paperback). NY, NY: Viking Penguin.
- Steinbeck, John. (1937). *The Red pony*. (reprint 1992 paperback). NY, NY: Viking Penguin.

Language Arts – Communication

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

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).

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

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

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

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

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Scoring Guide	6	5	4	3	2	1
Reading	Exemplary	Proficient	Strong	Developing	Emerging	Beginning
Students will be able to:						
Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; and the thoughts, words, and actions of other characters.						
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.						
Determine characters' traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.						

See Standards and Assessments Section VII for Writing and Communication Scoring Guides.

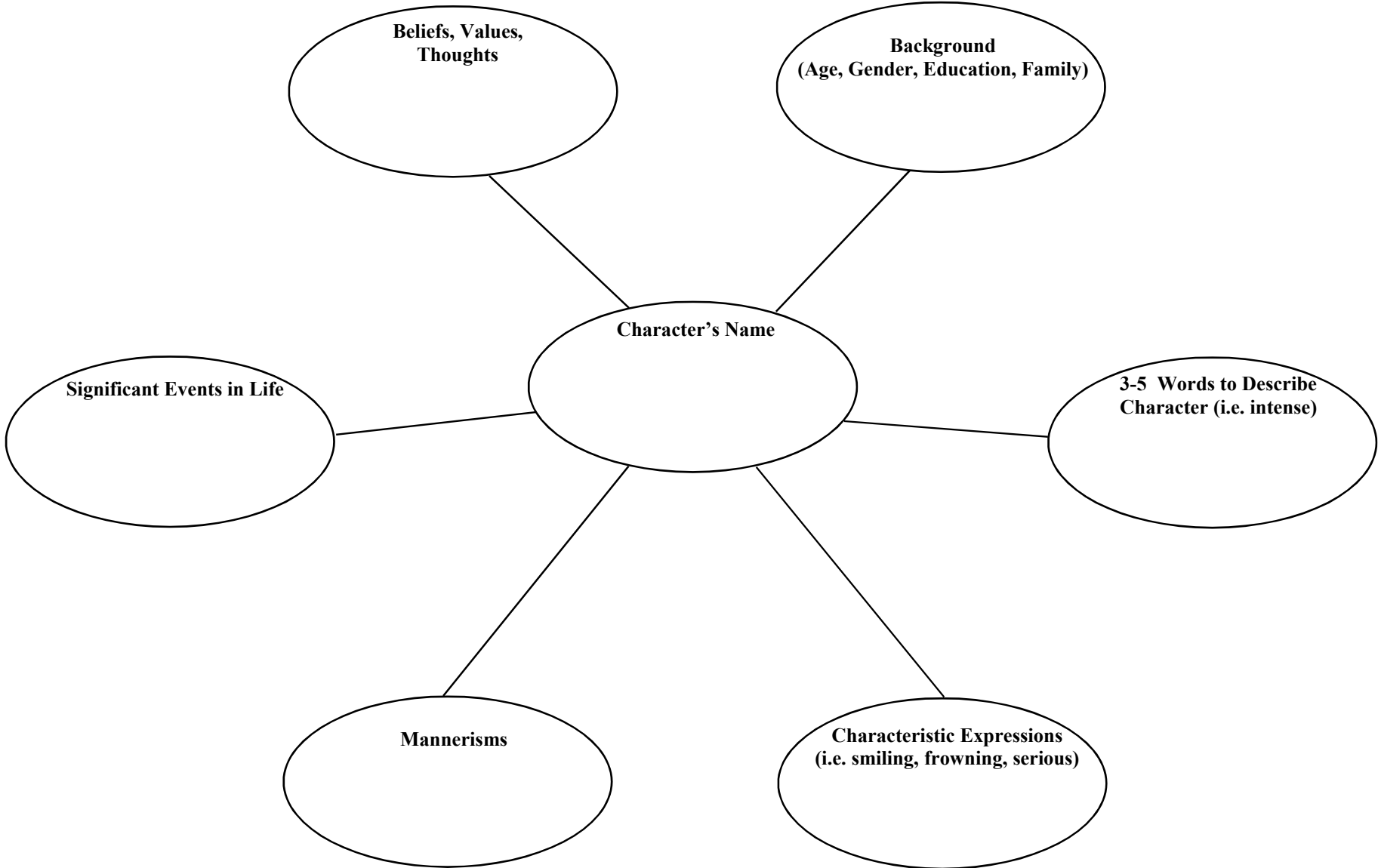
CHARACTER ANALYSIS

Graphic Organizer

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Name _____ Title _____

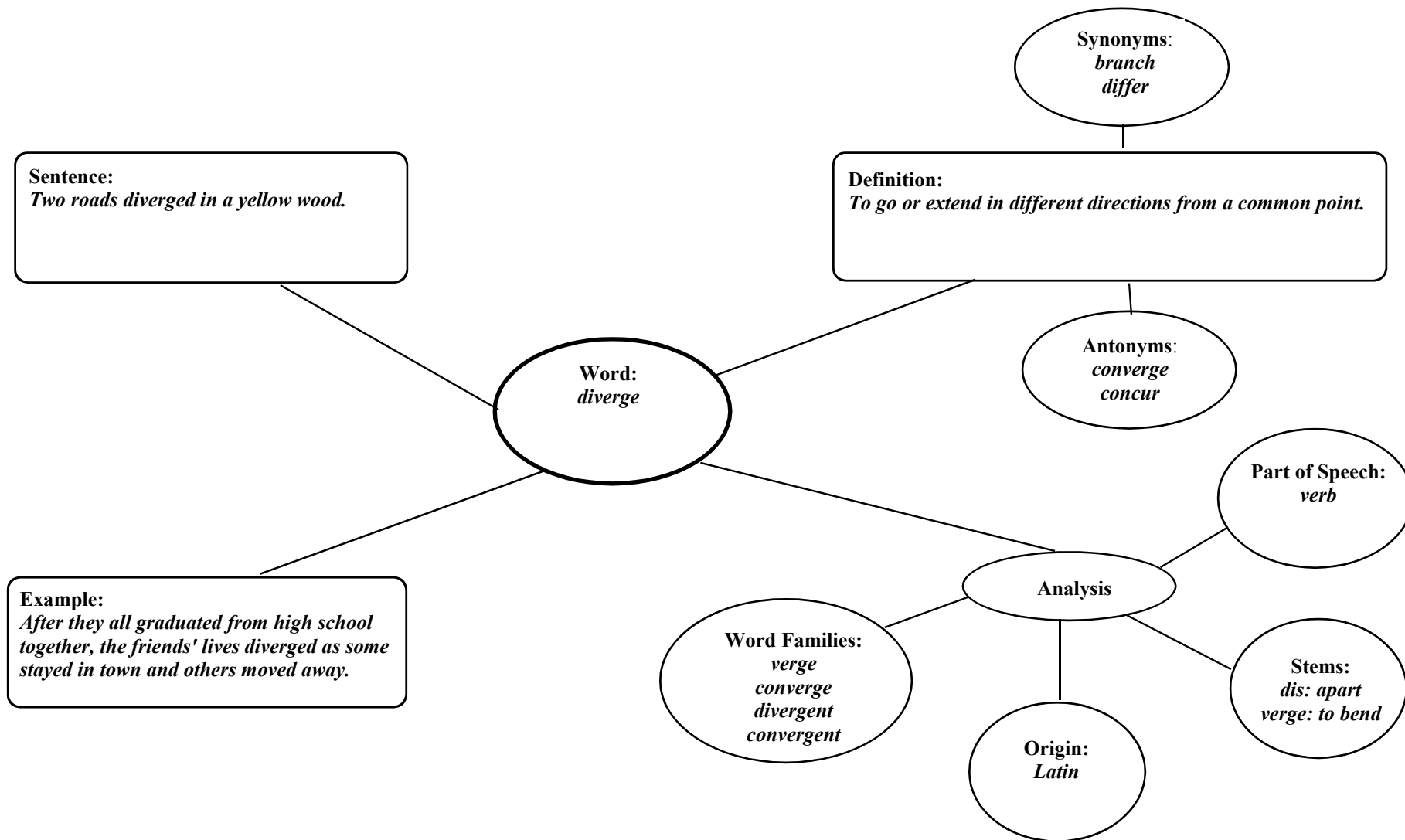


GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

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Name _____ Title _____



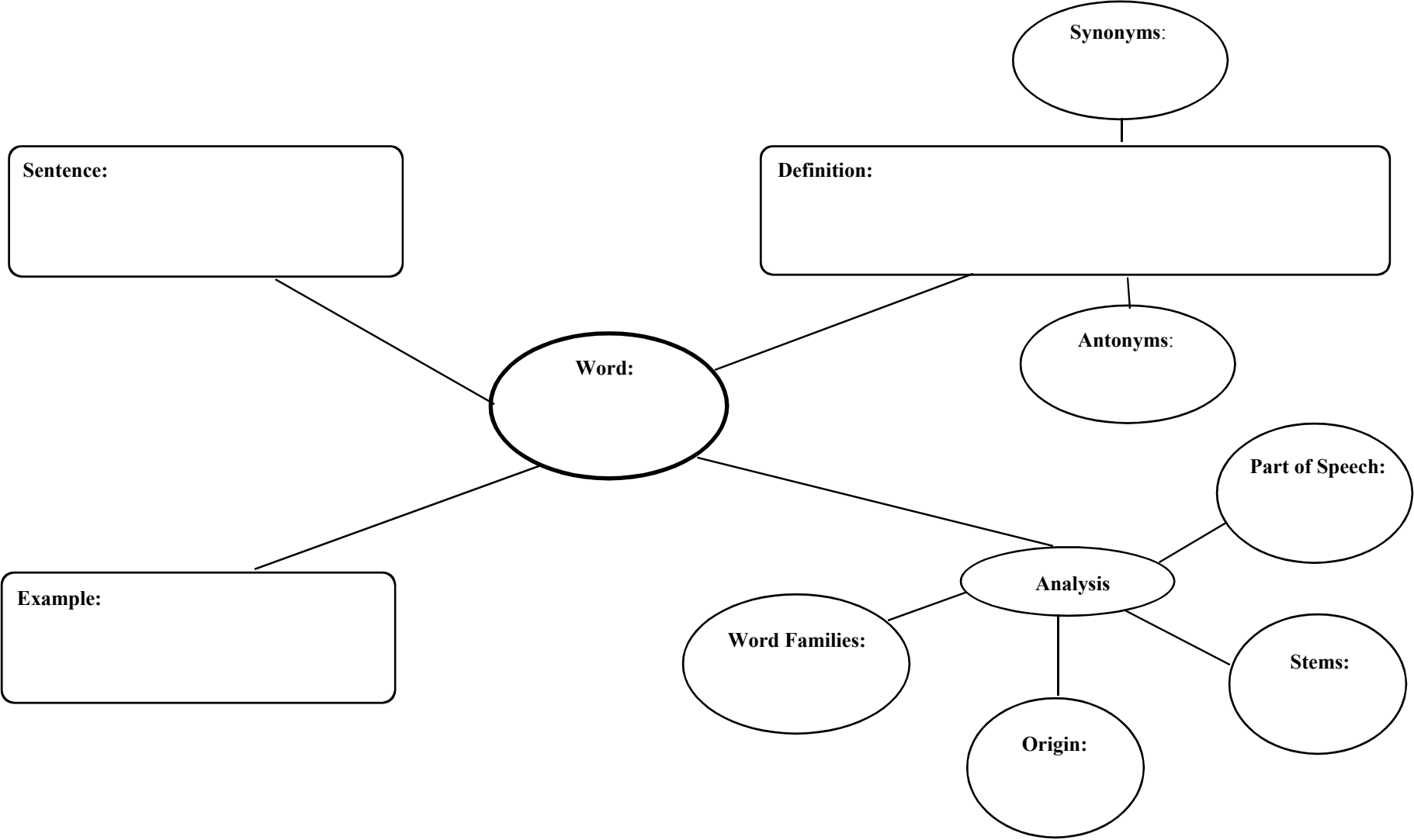
Persuasion: A language arts unit for high-ability learners. (1998). Center for Gifted Education The College of William and Mary. Dubuque, Iowa: Kendall Hunt Publishing. Pg 55 *Vocabulary Web Example*. Reprinted with permission.

GRAPHIC ORGANIZER
VOCABULARY WEB

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Name _____ Title _____



Persuasion: A language arts unit for high-ability learners. (1998). Center for Gifted Education The College of William and Mary. Dubuque, Iowa: Kendall Hunt Publishing. Pg 56 *Vocabulary Web Example*. Reprinted with permission.

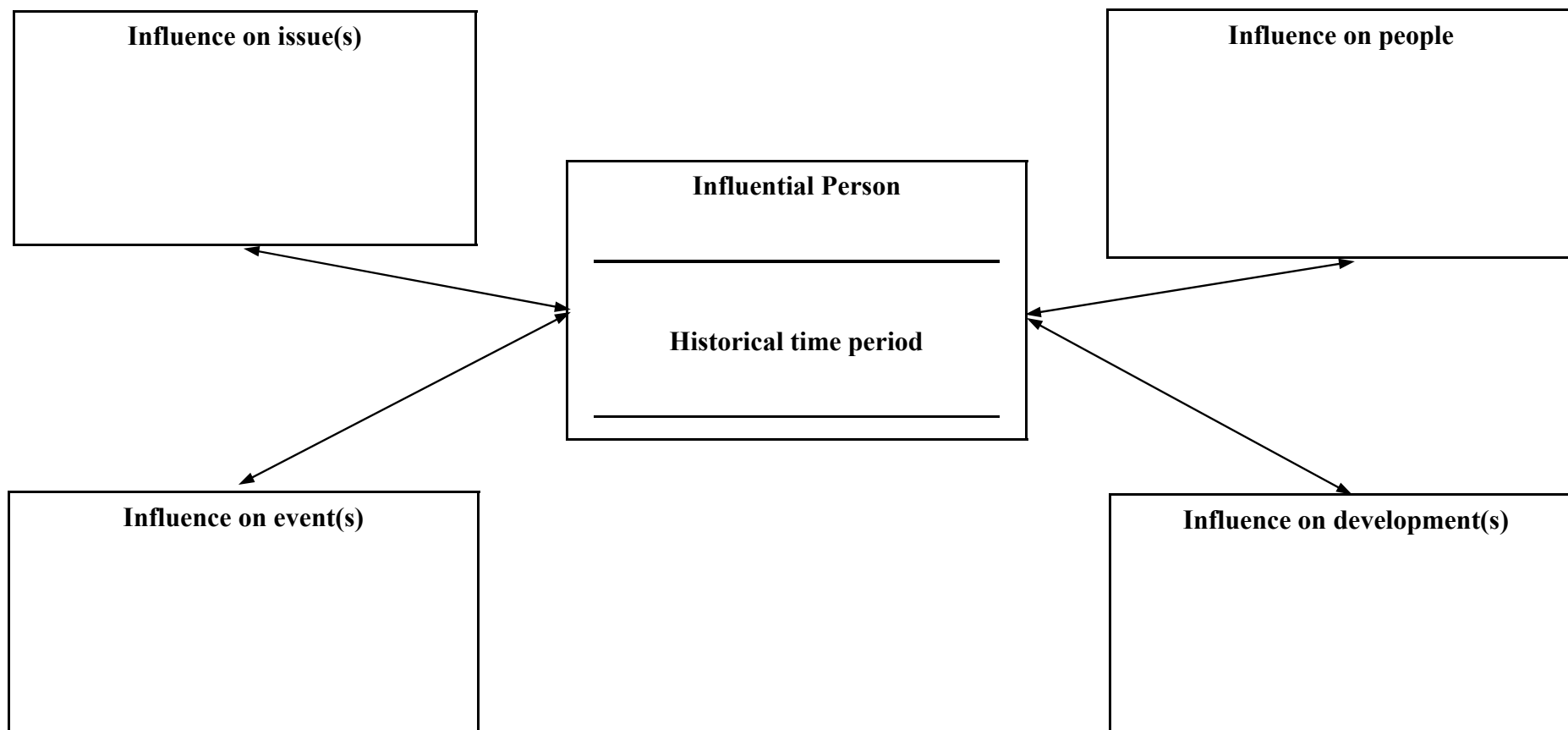
GRAPHIC ORGANIZER
SIGNIFICANT CONTRIBUTIONS

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Name _____ Date _____

Identify areas of influence that lead to a major contribution to mankind.



GRAPHIC ORGANIZER
SIGNIFICANT EVENTS

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Name _____ Date _____

Famous Person _____

Important Events in the Famous Person's Life	Concurrent Important Historical Events
1.	
2.	
3.	
4.	
5.	

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Scoring Guide	6	5	4	3	2	1
Writing	Exemplary	Proficient	Strong	Developing	Emerging	Beginning
Students will be able to:						
Use descriptive language that clarifies and enhances ideas (e.g., establishes a tone and mood, uses figurative languages, uses sensory images and comparisons).						
Develop a variety of sentence structures by expanding and embedding ideas to enhance clarity and meaning (e.g., complex sentences, sentences with parallel structure).						
Use correct and varied sentence types and sentence openings to present a lively and effective personal style.						
Use the writing process (e.g., pre-writing, drafting, revising, editing successive versions)						
Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.						
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. 10 th Grade – Identify and use parallelism, including similar grammatical forms to represent items in a series and items grouped together for emphasis.						

Scoring Guide	6	5	4	3	2	1
Communication	Exemplary	Proficient	Strong	Developing	Emerging	Beginning
Students will be able to:						
Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.						
Make a formal presentation to the class (e.g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence).						
Use language effectively and creatively to make a strong impact, evoke a response from the audience, and convey a clear message.						
Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.						
Use effective word choice, enunciation and pace during formal presentations.						
Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.						

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input type="checkbox"/> Continuous Progress for Level and Rate* <input 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 type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development 	<ul style="list-style-type: none"> <input checked="" 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 type="checkbox"/> Creative Problem Solving Strategies in LA <input 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 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<ul style="list-style-type: none"> <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 style="text-align: center;">English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			