



Student Instruction Book and Teacher Resource Book: Lesson Sample

Analyzing the Structure of Paragraphs





Ready[®]

Common Core

8

Reading

INSTRUCTION



Table of Contents

Unit 1: Key Ideas and Details in Informational Text	1	CCSS
Lesson 1: Analyzing the Development of a Central Idea	3	RI.8.2
Lesson 2: Summarizing Informational Texts	11	RI.8.2
Lesson 3: Citing Evidence to Make Inferences	19	RI.8.1
Lesson 4: Analyzing Comparisons and Analogies	27	RI.8.3
Lesson 5: Analyzing Categories	35	RI.8.3
Unit 1 Interim Assessment	43	
Unit 2: Key Ideas and Details in Literature	51	
Lesson 6: Citing Evidence to Support Inferences	53	RI.8.1
Lesson 7: Analyzing Dialogue and Incidents in Stories and Drama . . .	61	RI.8.3
Lesson 8: Determining Theme	69	RI.8.2
Lesson 9: Summarizing Literary Texts	77	RI.8.2
Unit 2 Interim Assessment	85	
Unit 3: Craft and Structure in Informational Text	93	
Lesson 10: Analyzing Word Meanings	95	RI.8.4
Lesson 11: Analyzing Word Choice	103	RI.8.4
Lesson 12: Analyzing the Structure of Paragraphs	111	RI.8.5
Lesson 13: Determining Point of View	119	RI.8.6
Lesson 14: Analyzing How Authors Respond	127	RI.8.6
Unit 3 Interim Assessment	135	
Unit 4: Craft and Structure in Literature	143	
Lesson 15: Determining Word Meanings	145	RI.8.4
Lesson 16: Analyzing Analogies and Allusions	153	RI.8.4
Lesson 17: Comparing and Contrasting Structure	161	RI.8.5
Lesson 18: Analyzing Point of View	171	RI.8.6
Unit 4 Interim Assessment	179	

Table of Contents

Unit 5: Integration of Knowledge and Ideas in Informational Text	187	CCSS
Lesson 19: Evaluating an Argument	189	RI.8.8
Lesson 20: Analyzing Conflicting Information	197	RI.8.9
Unit 5 Interim Assessment	207	
Media Feature 1: Evaluating Presentation Mediums	215	RI.8.7
Unit 6: Integration of Knowledge and Ideas in Literature	217	
Lesson 21: Analyzing Elements of Modern Fiction	219	RI.8.9
Unit 6 Interim Assessment	229	
Media Feature 2: Comparing Media: Evaluating Artistic Choices	237	RI.8.7
Language Handbook		
Conventions of Standard English		
Lesson 1: Gerunds	241	L.8.1a
Lesson 2: Gerund Phrases	243	L.8.1a
Lesson 3: Participles	245	L.8.1a
Lesson 4: Participial Phrases	247	L.8.1a
Lesson 5: Infinitives	249	L.8.1a
Lesson 6: Infinitive Phrases	251	L.8.1a
Lesson 7: Active and Passive Voice	253	L.8.1b
Lesson 8: Verb Moods	255	L.8.1c
Lesson 9: Shifts in Voice and Mood	257	L.8.1d
Lesson 10: Punctuation to Indicate a Pause or Break	259	L.8.2a
Lesson 11: Punctuation to Indicate an Omission	261	L.8.2b

Table of Contents

Knowledge of Language

Lesson 12: Using Verbs for Effect 263

Vocabulary Acquisition and Use

Lesson 13: Using Context Clues 265

Lesson 14: Greek and Latin Word Parts 267

Lesson 15: Using a Dictionary or Glossary 269

Lesson 16: Using a Thesaurus 271

Lesson 17: Figures of Speech 273

Lesson 18: Analogies 275

Lesson 19: Denotation and Connotation 277

CCSS

L.8.3a

L.8.4a

L.8.4b

L.8.4c

L.8.4c

L.8.5a

L.8.5b

L.8.5c

Analyzing the Structure of Paragraphs

CCSS

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Theme: *The Civil Rights Movement*

To assemble a model plane and have it turn out right takes planning and skill. Similarly, to assemble a paragraph takes planning and skill, too. An author organizes a paragraph so that details in each sentence play an important role and fit with others in a way that makes sense. Together, the sentences communicate a main idea, or **key concept**, about a topic. Noting how the sentences support the key concept is one way to think about a paragraph’s structure.

Study the photograph below. It was taken the first day that nine African-American students, called the Little Rock Nine, began attending a formerly all-white school. Circle details in the photo that help you understand what happened and how people felt about it.



The chart below shows plans for a paragraph about the photo. Use the details you circled to complete it. Note the role each sentence plays in helping to develop the key concept.

Sentence 1	Sentence 2	Sentence 3
Tensely, a brave African-American student walks to school through a large, angry crowd.		Federal troops with serious faces stand guard at the side of the crowd.
Role: to tell how the girl looks, acts, and feels as she walks through the crowd	Role: to describe how the crowd reacts to the African-American student	Role: to tell how the federal troops look, act, and feel as they guard the girl.
↓ ↓ ↓		
<p>Key Concept: An African-American student braves an angry crowd as federal troops escort her to school.</p>		

Just like details in a photo, sentences in a paragraph develop and **refine**, or explain more completely, a key concept about the text topic. In turn, the key concepts of paragraphs work together to communicate the central idea of the text, or the author’s overall message.



Read the historical account below about the U.S. Supreme Court decision that ruled against segregation in public schools. Then read and answer the question that follows.

Genre: Historical Account

A Landmark Case for Civil Rights *by Nadia Patel*

(1) The court case of *Brown v. Board of Education of Topeka* marked a defining moment in the struggle for equality and civil rights. (2) Though the Fourteenth Amendment had promised “equal protection” under the law, regardless of race, individual states continued to pass legislation requiring the separation of white people and people of color. (3) In 1892, a part-black man from Louisiana named Homer Plessy challenged such laws by refusing to move from an all-white railroad car. (4) His arrest led to the 1896 *Plessy v. Ferguson* case. (5) In it, the Supreme Court ruled that segregation was constitutional as long as the separate facilities were equal. (6) Schools and other public facilities followed the “separate” part of the ruling, but they remained far from equal. (7) Many black students had to travel long distances to attend schools that continued to be inferior to all-white schools. (8) As a result, the National Association for the Advancement of Colored People (NAACP) decided to do something to address this inequality. (continued)

Explore how to answer this question: “What role do the sentences play in helping to develop the key concept of this paragraph?”

The title and first sentence focus on the significance of a famous court case that questioned the legality of school segregation in the U.S. The other sentences provide background about the struggle for civil rights. Circle the sentence in the text that sums up the inequalities once allowed by state laws.

Complete the chart below. For each sentence, either paraphrase the idea it supplies or identify the role it plays in developing the key concept. Then write the key concept of the paragraph.

Sentence 2	Sentence 5	Sentence 7
	The Supreme Court ruled that segregation was legal if facilities were equal.	
Role: develops the idea that state laws allowed inequalities in spite of the 14th Amendment	Role:	Role: refines the idea in sentence 6 by describing one example of unequal treatment
↓	↓	↓
Key concept:		



Close Reading

Though a paragraph’s main idea is often stated in the first or last sentence, it can fall anywhere in the paragraph. **Circle** the sentence that states the paragraph’s key concept. Then **underline** two details that help develop this idea.

Hint

Think about how each sentence plays a role in developing the paragraph’s key concept. What caused the need for the Supreme Court to make a ruling?

Continue reading the historical account about the court ruling. Use the Close Reading and Hint to help you answer the question.

(continued from page 112)
(9) In 1950, NAACP leaders encouraged seven-year-old Linda Brown and several other African-American students near Topeka, Kansas, to enroll in schools close to their homes. (10) The children were refused admission because of their race, so their parents sued the Topeka Board of Education. (11) The case went all the way to the U.S. Supreme Court and signaled a turning point in the fight for equality: the court finally declared segregation of public schools to be illegal. (12) Although the court’s decision was largely ignored in Southern states, *Brown v. Board of Education* proved that battles for equality could be won. (13) The fight, however, was far from over.

Circle the correct answer.

How do the sentences in the paragraph help to develop the idea that *Brown v. Board of Education* was a “turning point in the fight for equality”?

- A They explain the differences of opinion among leaders, parents, and the Supreme Court about school segregation.
- B They compare and contrast important events that occurred both before and after the Supreme Court’s decision about segregation in public schools.
- C They outline the circumstances that led up to the Supreme Court’s decision that public schools could no longer be segregated.
- D They describe the consequences that resulted when Southern states ignored the Supreme Court’s ruling about segregated schools.



Show Your Thinking

Explain why you think the answer you chose resulted in an important turning point.



With a partner, discuss how the sentences in each paragraph give historical context and how they help develop the author’s central idea about the significance of *Brown v. Board of Education*.



Read this excerpt from the official transcript of the decision made by members of the United States Supreme Court. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Public Document



As I read, I'll think about what each sentence adds to the overall explanation of the Supreme Court's decision, as well as how it helps develop the key concept in each paragraph. To start, I'll figure out what decision the court needs to make in this case.

The issue to be decided in the Brown v. Board of Education case was the problem of whether segregated schools provided equal education and were therefore constitutional, or legal, under the Fourteenth Amendment.

from *Brown v. Board of Education*

delivered by Chief Justice Earl Warren (1954)

- 1 In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.
- 2 Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.
- 3 We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

Close Reading

What is the key concept in paragraph 2?

Underline details in the paragraph that develop this idea.

In which paragraph does the court state its final decision? **Circle** details that explain more about this decision.



Hints

Which choice best explains what the Supreme Court based its decision on?

Which sentence in paragraph 2 presents the main idea?

How do the sentences in paragraph 2 support the idea that education is important to everyone?

Use the Hints on this page to help you answer the questions below.

1 Read this sentence from paragraph 1.

We must consider public education in the light of . . . its present place in American life throughout the Nation.

How does this sentence help to develop the key concept of the paragraph and clarify the reasoning of the Supreme Court members?

- A It serves to emphasize the problem that *Brown v. Board of Education of Topeka* had presented to the Supreme Court.
- B It points to a belief that the Supreme Court could only rely on the 14th Amendment and *Plessy v. Ferguson* to rule on public schools.
- C It explains that the Supreme Court considered the purpose of education in today’s world in their decision.
- D It is meant to contrast the function of schools today with educational practices once followed in the 19th century.

2 Which statement best expresses the key concept in paragraph 2?

- A Education plays a vital role in people becoming good citizens.
- B A good education is essential both for individuals and for society.
- C Local governments spend a great deal of money on education.
- D People need an education to perform many basic public services.

3 The Supreme Court ruled that segregation prevents children of minority groups from getting an equal education. Explain how the sentences in paragraph 2 develop the idea of the importance of equal educational opportunities. Use two details from the text in your answer.



Read the public document. Then answer the questions that follow.

from “The Little Rock Nine”

from The National Park Service

Who Are the Little Rock Nine?

1 In 1957, nine ordinary teenagers walked out of their homes and stepped up to the front lines in the battle for civil rights for all Americans. The media coined the name “Little Rock Nine,” to identify the first African-American students to desegregate Little Rock Central High School.

The End of Legal Segregation

2 In 1954, the *Brown v. Board of Education of Topeka* Supreme Court decision outlawed segregation in public education. Little Rock School District Superintendent Virgil Blossom devised a plan of gradual integration that would begin at Central High School in 1957. The school board called for volunteers from all-black Dunbar Junior High and Horace Mann High School to attend Central.

3 Prospective students were told they would not be able to participate in extracurricular activities if they transferred to Central—such as football, basketball, or choir. Many of their parents were threatened with losing their jobs, and some students decided to stay at their own schools.

The First Day of School

4 On September 3, 1957, the Little Rock Nine arrived to enter Central High School, but they were turned away by the Arkansas National Guard. Governor Orval Faubus called out the Arkansas National Guard the night before to, as he put it, “maintain and restore order . . .” The soldiers barred the African-American students from entering.

5 The students arrived at Central alone on the first day. By prior arrangement, they gathered at the 16th Street entrance with several local ministers who accompanied them. Elizabeth Eckford arrived at the other end of the block by herself. She was met by a mob screaming obscenities and threats, chanting, “Two, four, six, eight, we ain’t gonna integrate!”

6 More than two weeks went by before the Little Rock Nine again attempted to enter Central High School. On September 23, 1957, the Little Rock Nine entered the school. Outside, rioting broke out and the Little Rock police removed the Nine for their safety.

The President Becomes Involved

7 On September 24, 1957, President Dwight D. Eisenhower ordered units of the U.S. Army’s 101st Airborne Division—the “Screaming Eagles”—into Little Rock and federalized the Arkansas National Guard. In a televised speech delivered to the nation, President Eisenhower stated, “Mob rule cannot be allowed to override the decisions of the courts.”

8 On September 25, 1957, under federal troop escort, the Little Rock Nine made it inside for their first full day of school. The 101st Airborne left in October and the federalized Arkansas National Guard troops remained throughout the year.



Inside the School

9 The Little Rock Nine had assigned guards to walk them from class to class. The guards could not accompany the students inside the classrooms, bathrooms, or locker rooms. They would stand outside the classrooms during class time. In spite of this, the Little Rock Nine endured verbal and physical attacks from some of their classmates throughout the school year. Although some white students tried to help, few white students befriended any of the Nine. Those who did received similar treatment as the Nine, such as hate mail and threats.

10 One of the Little Rock Nine, Minnijean Brown, was suspended in December for dropping chili on some boys after they refused to let her pass to her seat in the cafeteria. She was later expelled in February 1958 for calling a girl who had hit her with a purse “white trash.”

11 After Brown’s expulsion, students passed around cards that read, “One Down, Eight to Go.” Brown finished high school at New Lincoln School in New York City, while living with Drs. Kenneth and Mamie Clark. The Clarks were the social psychologists whose “doll test” work demonstrated for the Supreme Court in Brown that racial prejudice and segregation caused African-American children to develop a sense of inferiority.

12 The remaining eight students completed the school year at Central. Senior Ernest Green was the first African-American student to graduate from Central High School.

The Aftermath

13 The following year, the city’s high schools were closed to prevent further desegregation while the NAACP continued to pursue the legal case to integrate Little Rock’s schools.

14 When the schools reopened, Carlotta Walls and Jefferson Thomas returned to Central and graduated in 1960. Thelma Mothershed received her diploma from Central High School by taking correspondence courses to complete her studies. The rest of the Little Rock Nine completed their high school educations at different schools.

15 The Little Rock Nine have received numerous accolades and awards, from the renowned NAACP Spingarn Medal to the nation’s highest civilian honor, the Congressional Gold Medal.

1

How do the sentences in paragraph 3 help to develop the key concept of that paragraph?

- A** by describing parents who were unwilling to send their children to Central High School
- B** by describing the daily routine of African-American students who were already attending Central High School
- C** by describing how officials tried to calm parents of African-American students at Central High School
- D** by describing efforts to discourage African-American students from wanting to attend Central High School

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct****3**



2 Which sentence from paragraph 5 **best** helps to develop the idea that the Little Rock Nine had trouble even entering the school?

- A** “The students arrived at Central alone on the first day.”
- B** “By prior arrangement, they gathered at the 16th Street entrance. . . .”
- C** “Elizabeth Eckford arrived at the other end of the block by herself.”
- D** “She was met by a mob screaming obscenities and threats. . . .”

3 Reread paragraph 9. Then read this sentence.

In spite of this, the Little Rock Nine endured verbal and physical attacks from some of their classmates throughout the school year.

How does the sentence above help to develop the key concept of paragraph 9?

- A** It explains why guards were a practical solution to keeping the Little Rock Nine safe once inside the school.
- B** It illustrates the part the guards played in allowing some high school students to mistreat the Little Rock Nine.
- C** It shows that the guards were not effective in protecting the Little Rock Nine from all threats.
- D** It describes an eventful day for the Little Rock Nine while under guard at school.

4 Reread the section titled “The Aftermath,” which describes what happened to the Little Rock Nine in later years. Then describe the key concept of paragraph 14 and how the sentences in that paragraph develop that concept. Include **one** detail from the paragraph in your response.



Self Check

Go back and see what you can check off on the Self Check on page 93.

TEACHER RESOURCE BOOK



8 Reading
INSTRUCTION
Teacher Resource Book



Table of Contents

Ready® Common Core Program Overview	A8
Supporting the Implementation of the Common Core	A9
Answering the Demands of the Common Core with <i>Ready</i>	A10
The Common Core State Standards' Approach to Text Complexity	A11
Close-Up on Close Reading	A12
Genres and Themes in <i>Ready</i>	A13
Depth of Knowledge Levels in <i>Ready</i>	A14
Cognitive Rigor Matrix	A15
Using <i>Ready Common Core</i>	A16
Teaching with <i>Ready Common Core Instruction</i>	A18
Connecting with the <i>Ready</i> Teacher Toolbox	A20
Using <i>i-Ready® Diagnostic</i> with <i>Ready Common Core</i>	A22
Features of <i>Ready Common Core Instruction</i>	A24
Supporting Research	A35
Correlation Charts	
Common Core State Standards Coverage by <i>Ready Instruction</i>	A39
Interim Assessment Answer Keys and Correlations	A44
Lesson Plans (with Answers)	
Unit 1: Key Ideas and Details in Informational Text	
Lesson 1: Analyzing the Development of a Central Idea	1
<i>CCSS Focus - RI.8.2 Additional Standards - RI.8.1, 2, 3, 4, 7; L.8.1a, 4a, 4b; W.8.3, 4, 7; SL.8.1, 4, 5, 6</i>	
Lesson 2: Summarizing Informational Texts	10
<i>CCSS Focus - RI.8.2 Additional Standards - RI.8.1, 3, 4, 7; L.8.1, 1a, 4a, 4b, 5; W.8.2, 4, 8; SL.8.1, 4, 6</i>	
Lesson 3: Citing Evidence to Make Inferences	19
<i>CCSS Focus - RI.8.1 Additional Standards - RI.8.2, 3, 4, 5, 7, 9; L.8.1, 2b, 4a; W.8.1, 2, 8; SL.8.1, 2, 4</i>	
Lesson 4: Analyzing Comparisons and Analogies	28
<i>CCSS Focus - RI.8.3 Additional Standards - RI.8.1, 2, 4, 7; L.8.1, 1c, 4a, 4d; W.8.2, 6, 7; SL.8.1, 4, 6</i>	
Lesson 5: Analyzing Categories	37
<i>CCSS Focus - RI.8.3 Additional Standards - RI.8.1, 2, 4, 7; L.8.4a, 4b, 4c; W.8.1, 2, 4, 7, 8; SL.8.1, 4, 6</i>	
Unit 1 Interim Assessment	46

Unit 2: Key Ideas and Details in Literature

Lesson 6: Citing Evidence to Support Inferences	49
CCSS Focus - RL.8.1 Additional Standards - RL.8.2, 3, 4, 7; L.8.1, 3, 4a, 4b, 4d; W.8.4, 7; SL.8.1, 4, 5	
Lesson 7: Analyzing Dialogue and Incidents in Stories and Drama	58
CCSS Focus - RL.8.3 Additional Standards - RL.8.1, 2, 4, 7; L.8.1a, 4a, 4b, 4c; W.8.1, 7; SL.8.1, 4	
Lesson 8: Determining Theme	67
CCSS Focus - RL.8.2 Additional Standards - RL.8.1, 3, 4, 7; L.8.1, 4a, 4d, 5a, 5b; W.8.3, 4, 8; SL.8.1	
Lesson 9: Summarizing Literary Texts	76
CCSS Focus - RL.8.2 Additional Standards - RL.8.1, 3, 4, 5, 6; L.8.1, 4a, 4c, 4d, 5a; W.8.3, 4, 7, 8; SL.8.1, 4	
Unit 2 Interim Assessment	85

Unit 3: Craft and Structure in Informational Text

Lesson 10: Analyzing Word Meanings	88
CCSS Focus - RI.8.4 Additional Standards - RI.8.1, 2, 3, 5, 6, 7, 8; L.8.4a, 4d, 5a; W.8.1, 6, 7; SL.8.1, 5	
Lesson 11: Analyzing Word Choice	97
CCSS Focus - RI.8.4 Additional Standards - RI.8.1, 3, 6, 7; L.8.1b, 4a, 4b, 4d; W.8.1, 4, 6, 7; SL.8.1, 4, 6	
Lesson 12: Analyzing the Structure of Paragraphs	106
CCSS Focus - RI.8.5 Additional Standards - RI.8.1, 2, 3, 4, 7; L.8.2b, 4a, 4b; W.8.2, 4, 8; SL.8.1, 4, 5, 6	
Lesson 13: Determining Point of View	115
CCSS Focus - RI.8.6 Additional Standards - RI.8.1, 2, 4, 5, 7; L.8.4a, 4b, 4c; W.8.2, 5, 7, 8; SL.8.1, 2, 4, 6	
Lesson 14: Analyzing How Authors Respond	124
CCSS Focus - RI.8.6 Additional Standards - RI.8.2, 8.3, 4, 5, 7; L.8.1d, 4, 4a, 4b, 4d; W.8.1, 2, 6; SL.8.1, 4	
Unit 3 Interim Assessment	133

Unit 4: Craft and Structure in Literature

Lesson 15: Determining Word Meanings	136
CCSS Focus - RL.8.4 Additional Standards - RL.8.1, 2, 4; L.8.1, 2a, 4a, 5c; W.8.2, 4, 7, 8; SL.8.1, 4, 5	
Lesson 16: Analyzing Analogies and Allusions	145
CCSS Focus - RL.8.4 Additional Standards - RL.8.1, 2, 3, 4; L.8.2a, 4, 4a, 4b, 4d; W.8.3, 7, 8; SL.8.1, 4, 5	
Lesson 17: Comparing and Contrasting Structure	154
CCSS Focus - RL.8.5 Additional Standards - RL.8.1, 2, 4; L.8.4, 4c, 5a; W.8.4, 7; SL.8.1, 4, 6	
Lesson 18: Analyzing Point of View	165
CCSS Focus - RL.8.6 Additional Standards - RL.8.1, 2, 3, 4, 7; L.8.2a, 4a, 4d, 5a, 5c; W.8.2, 4, 7; SL.8.1, 4	
Unit 4 Interim Assessment	174

Unit 5: Integration of Knowledge and Ideas in Informational Text

Lesson 19: Evaluating an Argument	177
CCSS Focus - RI.8.8 Additional Standards - RI.8.1, 2, 3, 4, 5, 6, 7; L.8.4a, 4b, 4d; W.8.1, 4, 7; SL.8.1, 3, 4	
Lesson 20: Analyzing Conflicting Information	186
CCSS Focus - RI.8.9 Additional Standards - RI.8.1, 2, 4, 6, 7; L.8.1c, 2b, 4a, 4b, 4c, 5a; W.8.1, 8; SL.8.1, 4	
Unit 5 Interim Assessment	197
Media Feature 1: Evaluating Presentation Mediums	200
CCSS Focus - RI.8.7 Additional Standards - W.8.3, 7; SL.8.2, 5	

Unit 6: Integration of Knowledge and Ideas in Literature

Lesson 21: Analyzing Elements of Modern Fiction	204
CCSS Focus - RL.8.9 Additional Standards - RL.8.1, 2, 3, 4, 5, 7, 9; L.8.1, 2a, 4a, 5b, 5c; W.8.3, 4, 7; SL.8.1, 4, 5	
Unit 6 Interim Assessment	215
Media Feature 2: Comparing Media: Evaluating Artistic Choices	218
CCSS Focus - RL.8.7 Additional Standards - W.8.1, 3, 7	

Language Handbook

Conventions of Standard English

Lesson 1: Gerunds	224
<i>CCSS Focus - L.8.1a</i>	
Lesson 2: Gerund Phrases	225
<i>CCSS Focus - L.8.1a</i>	
Lesson 3: Participles	226
<i>CCSS Focus - L.8.1a</i>	
Lesson 4: Participial Phrases	227
<i>CCSS Focus - L.8.1a</i>	
Lesson 5: Infinitives	228
<i>CCSS Focus - L.8.1a</i>	
Lesson 6: Infinitive Phrases	229
<i>CCSS Focus - L.8.1a</i>	
Lesson 7: Active and Passive Voice	230
<i>CCSS Focus - L.8.1b</i>	
Lesson 8: Verb Moods	231
<i>CCSS Focus - L.8.1c</i>	
Lesson 9: Shifts in Voice and Mood	232
<i>CCSS Focus - L.8.1d</i>	
Lesson 10: Punctuation to Indicate a Pause or Break	233
<i>CCSS Focus - L.8.2a</i>	
Lesson 11: Punctuation to Indicate an Omission	234
<i>CCSS Focus - L.8.2b</i>	

Knowledge of Language

Lesson 12: Using Verbs for Effect	235
<i>CCSS Focus - L.8.3a</i>	

Vocabulary Acquisition and Use

Lesson 13: Using Context Clues	236
<i>CCSS Focus - L.8.4a</i>	
Lesson 14: Greek and Latin Word Parts	237
<i>CCSS Focus - L.8.4b</i>	
Lesson 15: Using a Dictionary or Glossary	238
<i>CCSS Focus - L.8.4c</i>	
Lesson 16: Using a Thesaurus	239
<i>CCSS Focus - L.8.4c</i>	
Lesson 17: Figures of Speech	240
<i>CCSS Focus - L.8.5a</i>	
Lesson 18: Analogies	241
<i>CCSS Focus - L.8.5b</i>	
Lesson 19: Denotation and Connotation	242
<i>CCSS Focus - L.8.5c</i>	

Lesson 12 (Student Book pages 111–118)

Analyzing the Structure of Paragraphs

Theme: *The Civil Rights Movement*

LESSON OBJECTIVES

- Analyze the structure of individual paragraphs in an informational text.
- Determine the function of particular sentences within a paragraph in developing a key concept about a topic in informational text.

THE LEARNING PROGRESSION

- **Grade 7:** CCSS RI.7.5 requires students to analyze how major sections of a text contribute to the whole, helping students understand how authors organize ideas through the structure of a text.
- **Grade 8:** CCSS RI.8.5 requires students to take a more fine-grain approach to text structure by examining how individual sentences in a paragraph work together to build and refine a key concept about the topic of an informational text.
- **Grade 9:** CCSS RI.9.5 requires students to analyze how individual sentences and larger sections work to develop and refine an author's ideas or claims.

PREREQUISITE SKILLS

- Identify text structures and organizational patterns.
- Identify main ideas and supporting details.
- Recognize how individual sections of text help shape and develop ideas.

TAP STUDENTS' PRIOR KNOWLEDGE

- Remind students they've learned how paragraphs in an informational text work together to develop the author's overall message about a topic. Explain that in this lesson, students will analyze the structure of single paragraphs to figure out how the author has organized the information and developed ideas.
- Point out that one way to think about paragraph structure is to consider the purpose a paragraph serves. For instance, suppose an author wants to explain the causes of the Great Depression. What paragraph structure would be reflected in his or her sentences? (*cause and effect*) Review other common paragraph structures: main idea and supporting details, comparison and contrast, problem and solution, and chronology (sequence).
- Next, explain that students can also think of paragraph structure as the way an author organizes sentences to develop and support a specific idea about a topic. Using a paragraph from a science or history textbook, discuss the details provided in individual sentences. Point out how the sentences work together to develop the more important idea, known as the key concept.
- Note that being able to analyze the purpose of a paragraph as well as the role played by individual sentences will help students become critical readers.

Ready Teacher Toolbox

teacher-toolbox.com

	Prerequisite Skills	RI.8.5
Ready Lessons	✓	✓
Tools for Instruction		✓ ✓
Interactive Tutorials		✓

CCSS Focus

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ADDITIONAL STANDARDS: *RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.7; L.8.2.b, L.8.4.a, L.8.4.b; W.8.2, W.8.4, W.8.8; SL.8.1, SL.8.4, SL.8.5, SL.8.6* (See page A39 for full text.)

**AT A GLANCE**

By studying details in a photograph, students are introduced to the concept of how sentences in a paragraph contribute to the paragraph's key concept.

STEP BY STEP

- Read aloud the paragraph and the definition of *key concept*. Then direct students to study the photograph closely. Have students circle details that help them understand what is happening.
- Invite volunteers to share details they circled and explain how the details help the viewer understand what is happening in the photograph.
- Explain that the chart shows the relationship between details in the photo and a paragraph that an author might write to describe it. Read sentence 1, its role, and the key concept. Then discuss how the sentence relates to the photo and the key concept.
- Discuss the role of sentence 2 and its relation to the key concept. Ask students to add a sentence to describe the crowd's reaction. If necessary, ask: What feelings are revealed in the faces of the crowd?
- Read and discuss sentence 3, its role, and its relationship to the key concept.
- Read and discuss the last paragraph. Then ask volunteers to describe how this skill might help them determine key concepts in textbooks, primary sources, and other types of informational text.

Genre Focus**Informational Texts: Public Document**

Tell students that in this lesson, they will read informational texts that are public documents. Explain that a public document is a text that is issued or published for public knowledge or information. Public documents may share these characteristics:

- provide information or guidelines
- provide explanations for actions taken
- generally published by an official or a government source

Based on these characteristics, ask students to share examples of public documents they have read or know about. These may include laws, proclamations (such

Lesson 12 Part 1: Introduction


Analyzing the Structure of Paragraphs

CCSS
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Theme: *The Civil Rights Movement*

To assemble a model plane and have it turn out right takes planning and skill. Similarly, to assemble a paragraph takes planning and skill, too. An author organizes a paragraph so that details in each sentence play an important role and fit with others in a way that makes sense. Together, the sentences communicate a main idea, or **key concept**, about a topic. Noting how the sentences support the key concept is one way to think about a paragraph's structure.

Study the photograph below. It was taken the first day that nine African-American students, called the Little Rock Nine, began attending a formerly all-white school. Circle details in the photo that help you understand what happened and how people felt about it.



The chart below shows plans for a paragraph about the photo. Use the details you circled to complete it. Note the role each sentence plays in helping to develop the key concept.

Sentence 1	Sentence 2	Sentence 3
Tensely, a brave African-American student walks to school through a large, angry crowd.	The crowd of angry white faces glare and yell at the student.	Federal troops with serious faces stand guard at the side of the crowd.
Role: to tell how the girl looks, acts, and feels as she walks through the crowd	Role: to describe how the crowd reacts to the African-American student	Role: to tell how the federal troops look, act, and feel as they guard the girl.

Key Concept: An African-American student braves an angry crowd as federal troops escort her to school.

Just like details in a photo, sentences in a paragraph develop and **refine**, or explain more completely, a key concept about the text topic. In turn, the key concepts of paragraphs work together to communicate the central idea of the text, or the author's overall message.

L12: Analyzing the Structure of Paragraphs
©Curriculum Associates, LLC. Copying is not permitted.
111

as the Emancipation Proclamation), transcripts of court decisions or government hearings, official transcripts of public meetings, or pamphlets about historical sites. Have students describe what they read about and what they learned.

Explain that two of the passages in this lesson are public documents. In *Brown v. Board of Education*, students will read an excerpt from the official transcript of a decision made by the United States Supreme Court. In “The Little Rock Nine,” they will read an excerpt of a public document about a historic event. Students will also read an informational text, “A Landmark Case for Civil Rights,” which provides important background about events in the struggle for racial equality.



AT A GLANCE

Students read a historical account. They also determine the key concept of a paragraph and analyze how specific sentences help to develop the concept.

STEP BY STEP

- Invite volunteers to tell what they learned on the previous page about identifying details in a photograph to help them figure out a key concept. Tell students that they will now learn how to analyze the way individual sentences give details and fit together in a paragraph to develop its key concept.
- Read aloud “A Landmark Case for Civil Rights.”
- Then read the question: “What role do the sentences play in helping to develop the key concept of this paragraph?”
- Tell students you will use a Think Aloud to demonstrate a way to answer the question.

Think Aloud: I know that sentences in a paragraph work together to build the key concept, or the most important idea the author wants to convey. Sometimes the concept might be stated in the first or last sentence, but not here. Instead, sentence 1 names a court case that is important in the fight for civil rights. Then sentence 2 goes back in time to describe the purpose of the 14th Amendment and how the states were ignoring it. I wonder what role the other sentences play in describing the struggle for civil rights.

- Direct students to the chart, and ask where they’ve seen a similar one. Review that it shows how individual sentences help to develop and explain more completely the key concept of the paragraph.
- Guide students in discussing details in sentences 2, 5, and 7 and the role they play in the paragraph.

Think Aloud: Sentence 5 describes a court ruling that allowed states to supply separate but equal facilities. Then sentences 6 and 7 tell how the states provided separate but inferior services and facilities. The details in the sentences help to develop an important idea: the states continued to allow unequal treatment of people of color. That’s the key concept.

- Have students complete the chart by writing in the key concept of the paragraph. Invite volunteers to share their answers.

Part 2: Modeled Instruction Lesson 12

Read the historical account below about the U.S. Supreme Court decision that ruled against segregation in public schools. Then read and answer the question that follows.

Genre: Historical Account

A Landmark Case for Civil Rights by Nadia Patel

(1) The court case of *Brown v. Board of Education of Topeka* marked a defining moment in the struggle for equality and civil rights. (2) Though the Fourteenth Amendment had promised “equal protection” under the law, regardless of race, individual states continued to pass legislation requiring the separation of white people and people of color. (3) In 1892, a part-black man from Louisiana named Homer Plessy challenged such laws by refusing to move from an all-white railroad car. (4) His arrest led to the 1896 *Plessy v. Ferguson* case. (5) In it, the Supreme Court ruled that segregation was constitutional as long as the separate facilities were equal. (6) Schools and other public facilities followed the “separate” part of the ruling, but they remained far from equal. (7) Many black students had to travel long distances to attend schools that continued to be inferior to all-white schools. (8) As a result, the National Association for the Advancement of Colored People (NAACP) decided to do something to address this inequality. (continued)

Explore how to answer this question: “What role do the sentences play in helping to develop the key concept of this paragraph?”

The title and first sentence focus on the significance of a famous court case that questioned the legality of school segregation in the U.S. The other sentences provide background about the struggle for civil rights. Circle the sentence in the text that sums up the inequalities once allowed by state laws.

Complete the chart below. For each sentence, either paraphrase the idea it supplies or identify the role it plays in developing the key concept. Then write the key concept of the paragraph.

Sentence 2	Sentence 5	Sentence 7
States continued to pass laws that separated white and black people. Role: develops the idea that state laws allowed inequalities in spite of the 14th Amendment	The Supreme Court ruled that segregation was legal if facilities were equal. Role: explains how the Supreme Court hoped to solve the problem	All-black schools were inferior to all-white ones. Role: refines the idea in sentence 6 by describing one example of unequal treatment
Key concept: Although the 14th Amendment promised equal legal protection, states continued to allow the unequal treatment of people of color.		

112 L12: Analyzing the Structure of Paragraphs ©Curriculum Associates, LLC. Copying is not permitted.

Tier Two Vocabulary: Inferior

- Direct students to the word *inferior* in sentence 7. Ask students to tell what *inferior* means in this sentence (“poorer quality,” “of less merit,” “functioning below”). Have them tell which context clues helped them determine the meaning.
- Ask students to think of other words that mean about the same as *inferior* (*mediocre*, *substandard*). Then ask students to suggest words that mean the opposite of *inferior* (*superior*, *extraordinary*). (RI.8.4; L.8.4.a)



AT A GLANCE

Students continue reading about the landmark court ruling. They answer a multiple-choice question and describe the key concept of the paragraph.

STEP BY STEP

- Tell students they will continue reading the historical account about the court ruling.
• The Close Reading helps students look for a sentence that most closely states the key concept and two details that develop it.
• Have students read the paragraph, circle the sentence that most closely states the key concept, and then underline two details that help develop this concept, as directed by the Close Reading.
• Ask volunteers to share the sentence they circled. Discuss why the sentence is a close restatement of the key concept.
• Have students respond to the question in Show Your Thinking. (Sample response: The Supreme Court ruling that public schools could no longer be segregated struck down the earlier "separate but equal" court decision.)

ANSWER ANALYSIS

Choice A is incorrect. The differences in opinions may be inferred but were not directly discussed in the text.

Choice B is incorrect. The purpose of the paragraph was not to compare and contrast events related to the case.

Choice C is correct. The majority of sentences describe events that led to the court case and changes in the law.

Choice D is incorrect. Only the last two sentences give broad hints about subsequent events.

ERROR ALERT: Students who did not choose C may not understand the meaning of turning point. Explain that a turning point is a time at which a significant change occurs, as when a law is overturned.

Lesson 12 content box containing Close Reading, Hint, multiple-choice question, and Show Your Thinking sections.

Tier Two Vocabulary: Admission

- Direct students to the word admission in sentence 10. Ask students to tell what admission means in this context. ("the process of being allowed to enter a place")
• Ask students to use admission in this context in their own sentences. (Sample responses: It costs ten dollars for admission to the museum. There is no admission to the park after sundown.)



AT A GLANCE

Students read a passage twice from the official transcript of a decision made by the United States Supreme Court. After the first reading, you will ask three questions to check your students' understanding of the text.

STEP BY STEP

- Have students read the passage silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure students' comprehension of the text:

What question did the Supreme Court have to decide in *Brown v. Board of Education*? (Do segregated schools provide an equal education, and are they legal under the Fourteenth Amendment?)

According to the transcript, what are some ways that society demonstrates our recognition of the importance of education? (State and local governments have compulsory school attendance laws and spend a great amount of money on education.)

As described in the transcript, what are some of the benefits of getting an equal education? (the ability to carry out basic responsibilities, the foundation of good citizenship, an appreciation of cultural values, preparation for later training)

- Then ask students to reread the first paragraph and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

Tip: The Study Buddy reminds students to pay attention to each sentence in a paragraph. Review how each sentence contributes to the key concept, and how each paragraph develops and builds on the central idea of the entire text. Also remind students that not all paragraphs have the same structure. In some, the first or last sentence may state the key concept. In other paragraphs, the key concept must be inferred from ideas in the sentences, and readers need to figure out how ideas are related.

- Have students reread the remaining paragraphs and follow the directions in the Close Reading.
- Finally, have students answer the questions on page 115. Use the Answer Analysis to discuss correct and incorrect responses.

Part 4: Guided Practice Lesson 12

Read this excerpt from the official transcript of the decision made by members of the United States Supreme Court. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Public Document

The issue to be decided in the *Brown v. Board of Education* case was the problem of whether segregated schools provided equal education and were therefore constitutional, or legal, under the Fourteenth Amendment.

from *Brown v. Board of Education*
delivered by Chief Justice Earl Warren (1954)

As I read, I'll think about what each sentence adds to the overall explanation of the Supreme Court's decision, as well as how it helps develop the key concept in each paragraph. To start, I'll figure out what decision the court needs to make in this case.

Close Reading

What is the key concept in paragraph 2? Underline details in the paragraph that develop this idea.

In which paragraph does the court state its final decision? Circle details that explain more about this decision.

1 In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

2 Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

3 We come then to the question presented: Does segregation of children in public schools (solely on the basis of race), even though the physical facilities and other "tangible" factors may be equal, (deprive the children of the minority group of equal educational opportunities)? We believe that it does.

114 L12: Analyzing the Structure of Paragraphs ©Curriculum Associates, LLC. Copying is not permitted.

ELL Support: Suffixes

- Explain to students that many English words have suffixes. A suffix is a group of letters added to the end of a word to change the word's meaning.
- Direct students to the word *education* in paragraph 1. Ask students to identify the suffix (-tion) and the base word (*educate*). Tell students that -tion means "act or process of." Adding the suffix -tion to the word *educate* changes its meaning to "the process of educating." Point out that sometimes the spelling of the base word changes when you add a suffix.
- Repeat the activity with *segregation* in paragraph 1 and *recognition* in paragraph 2. (RI.8.4; L.8.4.b)



STEP BY STEP

- Have students read questions 1–3, using the Hints to help them answer the questions.

Tip: If students have trouble answering question 2, have them consider each answer choice and ask themselves whether or not it expresses the key concept or only a detail from a single sentence.

- Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

- 1 The correct choice is C. It stresses that the court needed to take into account the importance of education in its ruling. Neither choice A nor D is correct, since neither point is supported by the text. Choice B is incorrect; the text states that the court also considered the importance of education.
- 2 The correct choice is B. The key concept in paragraph 2 is that a good education is crucial to both individuals and society. Choices A, C, and D each describe a detail that develops the key concept.
- 3 Sample response: Paragraph 2 makes claims about the importance of a good education in today’s world. It details the way education is the means to developing responsible, well-adjusted citizens and preparing children for later professional training. The transcript concludes that, since education plays such an important role, “it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education” and that this right “must be made available to all on equal terms.”

RETEACHING

To verify the correct answer to question 3, work with students to complete a chart like the one below. Help them tell *why* details in the sentences in paragraph 2 support the key concept. Sample responses are given.

Key Concept: A chance for a good education is a right that must be made available to everyone on equal terms .		
Sentence 1	Sentence 3	Sentence 5
Education is the most important function of government.	People need an education to carry out basic public responsibilities.	Education teaches cultural values and prepares students for later training.

Part 4: Guided Practice
Lesson 12

Hints

Which choice best explains what the Supreme Court based its decision on?

Which sentence in paragraph 2 presents the main idea?

How do the sentences in paragraph 2 support the idea that education is important to everyone?

Use the Hints on this page to help you answer the questions below.

1 Read this sentence from paragraph 1.

We must consider public education in the light of . . . its present place in American life throughout the Nation.

How does this sentence help to develop the key concept of the paragraph and clarify the reasoning of the Supreme Court members?

A It serves to emphasize the problem that *Brown v. Board of Education of Topeka* had presented to the Supreme Court.

B It points to a belief that the Supreme Court could only rely on the 14th Amendment and *Plessy v. Ferguson* to rule on public schools.

C It explains that the Supreme Court considered the purpose of education in today’s world in their decision.

D It is meant to contrast the function of schools today with educational practices once followed in the 19th century.

2 Which statement best expresses the key concept in paragraph 2?

A Education plays a vital role in people becoming good citizens.

B A good education is essential both for individuals and for society.

C Local governments spend a great deal of money on education.

D People need an education to perform many basic public services.

3 The Supreme Court ruled that segregation prevents children of minority groups from getting an equal education. Explain how the sentences in paragraph 2 develop the idea of the importance of equal educational opportunities. Use two details from the text in your answer.

See sample response.

L12: Analyzing the Structure of Paragraphs
©Curriculum Associates, LLC. Copying is not permitted.
115

Integrating Standards

Use these questions to further students’ understanding of *Brown v. Board of Education*.

- 1 Why was it so important that the Supreme Court hear and rule on a court case originating from Topeka, Kansas? (**RI.8.3**)

The Constitution gave the Supreme Court the power to make final decisions on cases about federal laws. Their ruling about the legality of segregation would affect all public schools across the nation.

- 2 What connections does the text make to events in history that preceded *Brown v. Board of Education*? What does this tell you about the fight for equal rights? (**RI.8.3**)

In paragraph 1, the text refers to the Fourteenth Amendment, adopted in 1868, and Plessy v. Ferguson, written in 1896. This shows that the struggle for equal rights was long and difficult.



Read the public document. Then answer the questions that follow.

from “The Little Rock Nine”

from The National Park Service

Who Are the Little Rock Nine?

1 In 1957, nine ordinary teenagers walked out of their homes and stepped up to the front lines in the battle for civil rights for all Americans. The media coined the name “Little Rock Nine,” to identify the first African-American students to desegregate Little Rock Central High School.

The End of Legal Segregation

2 In 1954, the *Brown v. Board of Education of Topeka* Supreme Court decision outlawed segregation in public education. Little Rock School District Superintendent Virgil Blossom devised a plan of gradual integration that would begin at Central High School in 1957. The school board called for volunteers from all-black Dunbar Junior High and Horace Mann High School to attend Central.

3 Prospective students were told they would not be able to participate in extracurricular activities if they transferred to Central—such as football, basketball, or choir. Many of their parents were threatened with losing their jobs, and some students decided to stay at their own schools.

The First Day of School

4 On September 3, 1957, the Little Rock Nine arrived to enter Central High School, but they were turned away by the Arkansas National Guard. Governor Orval Faubus called out the Arkansas National Guard the night before to, as he put it, “maintain and restore order . . .” The soldiers barred the African-American students from entering.

5 The students arrived at Central alone on the first day. By prior arrangement, they gathered at the 16th Street entrance with several local ministers who accompanied them. Elizabeth Eckford arrived at the other end of the block by herself. She was met by a mob screaming obscenities and threats, chanting, “Two, four, six, eight, we ain’t gonna integrate!”

6 More than two weeks went by before the Little Rock Nine again attempted to enter Central High School. On September 23, 1957, the Little Rock Nine entered the school. Outside, rioting broke out and the Little Rock police removed the Nine for their safety.

The President Becomes Involved

7 On September 24, 1957, President Dwight D. Eisenhower ordered units of the U.S. Army’s 101st Airborne Division—the “Screaming Eagles”—into Little Rock and federalized the Arkansas National Guard. In a televised speech delivered to the nation, President Eisenhower stated, “Mob rule cannot be allowed to override the decisions of the courts.”

8 On September 25, 1957, under federal troop escort, the Little Rock Nine made it inside for their first full day of school. The 101st Airborne left in October and the federalized Arkansas National Guard troops remained throughout the year.

Inside the School

9 The Little Rock Nine had assigned guards to walk them from class to class. The guards could not accompany the students inside the classrooms, bathrooms, or locker rooms. They would stand outside the classrooms during class time. In spite of this, the Little Rock Nine endured verbal and physical attacks from some of their classmates throughout the school year. Although some white students tried to help, few white students befriended any of the Nine. Those who did received similar treatment as the Nine, such as hate mail and threats.

10 One of the Little Rock Nine, Minnijean Brown, was suspended in December for dropping chili on some boys after they refused to let her pass to her seat in the cafeteria. She was later expelled in February 1958 for calling a girl who had hit her with a purse “white trash.”

11 After Brown’s expulsion, students passed around cards that read, “One Down, Eight to Go.” Brown finished high school at New Lincoln School in New York City, while living with Drs. Kenneth and Mamie Clark. The Clarks were the social psychologists whose “doll test” work demonstrated for the Supreme Court in Brown that racial prejudice and segregation caused African-American children to develop a sense of inferiority.

12 The remaining eight students completed the school year at Central. Senior Ernest Green was the first African-American student to graduate from Central High School.

The Aftermath

13 The following year, the city’s high schools were closed to prevent further desegregation while the NAACP continued to pursue the legal case to integrate Little Rock’s schools.

14 When the schools reopened, Carlotta Walls and Jefferson Thomas returned to Central and graduated in 1960. Thelma Mothershed received her diploma from Central High School by taking correspondence courses to complete her studies. The rest of the Little Rock Nine completed their high school educations at different schools.

15 The Little Rock Nine have received numerous accolades and awards, from the renowned NAACP Spingarn Medal to the nation’s highest civilian honor, the Congressional Gold Medal.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct **3**

1 How do the sentences in paragraph 3 help to develop the key concept of that paragraph?

- A by describing parents who were unwilling to send their children to Central High School
- B by describing the daily routine of African-American students who were already attending Central High School
- C by describing how officials tried to calm parents of African-American students at Central High School
- D by describing efforts to discourage African-American students from wanting to attend Central High School

AT A GLANCE

Students independently read a longer passage and answer questions in a format that provides test practice.

STEP BY STEP

- Tell students to use what they have learned about reading closely and analyzing the structure of paragraphs to read the passage on pages 116 and 117.
- Remind students to underline or circle important points.
- Tell students to answer the questions on pages 117 and 118. For questions 1–3, they should fill in the correct circle on the Answer Form.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them. Have students fill in the Number Correct on the Answer Form.

ANSWER ANALYSIS

- 1 Choice D is correct. The third paragraph describes efforts to deter the African American students from attending Central High School: they were told they could not participate in extracurricular activities, and their parents were threatened with losing their jobs. Choices A, B, and C are incorrect because they are not supported by the text. Paragraph 3 does not say anything about parents being unwilling to send their children to Central High School; it does not describe anyone’s routine; and it does not describe officials trying to calm parents. **(DOK 2)**

Theme Connection

- How do all the passages in this lesson relate to the theme of the civil rights movement?
- What is one fact or idea you learned about the civil rights movement from each passage in this lesson?



ANSWER ANALYSIS

- 2 Choice D is correct. It describes the mob’s negative reaction to any effort to integrate the high school. Choice A tells how the students arrived, not how they had trouble entering. Choice B describes only where the students met. Choice C describes Elizabeth Eckford’s arrival but doesn’t tell about her entering the school. **(DOK 2)**
- 3 Choice C is correct. The fact that verbal and physical attacks were made on the Little Rock Nine shows the guards were not effective. Choice A is incorrect. The quote does not suggest that the guards were a practical solution. Choice B is incorrect. The text does not suggest that the guards ever allowed the students to be mistreated. Choice D is incorrect. The quote only implies that the Little Rock Nine were subject to frequent attacks. **(DOK 2)**
- 4 Sample response: The key concept of paragraph 14 is that the Little Rock Nine made a variety of choices about their education when the schools reopened. The sentences in the paragraph support this idea by giving examples of how the various members of the group pursued their education in different ways. **(DOK 3)**

Part 5: Common Core Practice Lesson 12

2 Which sentence from paragraph 5 best helps to develop the idea that the Little Rock Nine had trouble even entering the school?

- A “The students arrived at Central alone on the first day.”
- B “By prior arrangement, they gathered at the 16th Street entrance. . . .”
- C “Elizabeth Eckford arrived at the other end of the block by herself.”
- D “She was met by a mob screaming obscenities and threats. . . .”

3 Reread paragraph 9. Then read this sentence.
In spite of this, the Little Rock Nine endured verbal and physical attacks from some of their classmates throughout the school year.
How does the sentence above help to develop the key concept of paragraph 9?

- A It explains why guards were a practical solution to keeping the Little Rock Nine safe once inside the school.
- B It illustrates the part the guards played in allowing some high school students to mistreat the Little Rock Nine.
- C It shows that the guards were not effective in protecting the Little Rock Nine from all threats.
- D It describes an eventful day for the Little Rock Nine while under guard at school.

4 Reread the section titled “The Aftermath,” which describes what happened to the Little Rock Nine in later years. Then describe the key concept of paragraph 14 and how the sentences in that paragraph develop that concept. Include one detail from the paragraph in your response.
[See sample response.](#)

Self Check Go back and see what you can check off on the Self Check on page 93.

118 L12: Analyzing the Structure of Paragraphs ©Curriculum Associates, LLC. Copying is not permitted.

Integrating Standards

Use these questions and tasks as opportunities to interact with the excerpt from “The Little Rock Nine.”

- 1 How did the Little Rock school district plan to comply with the *Brown v. Board of Education* decision? Cite evidence from the text. **(RI.8.1)**
The District Superintendent “devised a plan of gradual integration that would begin at Central High School in 1957. The school board asked volunteers . . . to attend Central.”
- 2 The last sentence in paragraph 1 refers to the Little Rock Nine as the first students “to desegregate Little Rock Central High School.” What does *desegregate* mean? **(RI.8.4; L.8.4.b)**
The prefix de- means “reversal of something,” so desegregate means “to reverse the policy of segregation.”
- 3 Cite two details from the text that show how the federal government intervened in Little Rock’s attempt at desegregation. **(RI.8.3)**

President Eisenhower ordered U.S. Army troops to protect the students and federalized the Arkansas National Guard, putting them under his command. In a speech, he stated, “Mob rule cannot be allowed to override the decisions of the courts.”

- 4 Write an informative paragraph about September 3, 1957, at Little Rock Central High School. **(W.8.2)**
Students’ paragraphs will vary. Sample response: The first real test of the Brown v. Board of Education decision was on September 3, 1957, when nine African-American students arrived to enter Little Rock Central High School. The students were met by angry mobs and turned away by the Arkansas National Guard.
- 5 Discuss in small groups: Take turns reading sections of the document and summarizing the important ideas in each section. **(RI.8.2; SL.8.1)**
Discussions will vary. Encourage students to be objective in their summaries.

Writing Activities

Write a Newspaper Article (W.8.2, W.8.4)

- Have students review “The Little Rock Nine.” Then ask them to imagine it is 1957 and they are “on the scene” in Little Rock.
- Using information from the public document, challenge students to write a newspaper article about the events. Remind them to answer the questions *who*, *what*, *when*, *where*, *why*, and *how* in their article.
- Allow students to share their writing with the class.

Ellipsis (L.8.2.b)

- Have students reread paragraph 4 of “The Little Rock Nine.” Call attention to the phrase “maintain and restore order . . .,” and write it on the board.
- Explain that the three dots are called an ellipsis. An ellipsis is usually used to indicate text where has been omitted, such as when an author uses a quotation and wants to skip over part of it. An ellipsis may also be used to indicate faltering or interrupted speech, or a pause.
- Ask students to explain why an ellipsis is used in this paragraph. (*to indicate on omission in a quotation*)

LISTENING ACTIVITY (SL.8.4, SL.8.6)

Listen Closely/Conduct a News Interview

- Have pairs of students use information in *Brown v. Board of Education* to create a news interview following the Supreme Court’s decision.
- One student is the news interviewer while the other student is Chief Justice Earl Warren.
- Students must listen carefully to each other as they ask and answer questions. Encourage them to be objective while basing their interview on information from the official transcript.

DISCUSSION ACTIVITY (SL.8.1)

Talk in a Group/Talk about Inequality

- Have students use what they read about the Civil Rights Movement to reflect on inequalities that exist today.
- Have small groups discuss the following: Do inequalities exist in your school community now? If so, what are they and what can be done to remedy them? If not, what do you know about inequalities that currently exist elsewhere?
- Allow 15 minutes for discussion. Then have students share their ideas with the class.

MEDIA ACTIVITY (RI.8.7)

Be Creative/Watch a Video

- Direct students to videos on the Internet about the Little Rock Nine.
- Discuss how the experience of reading about the events compares with listening to and watching actual footage of what occurred.
- Ask students to tell how what they see and hear on the video contributes to their understanding of the events. have them tell how the experience differs from just reading about the same events.

RESEARCH ACTIVITY (W.8.8; SL.8.5)

Research and Present/Write a Report

- Have students use the information in this lesson as a springboard for a written report on segregation from the Civil War to the present.
- Ask students to research additional information, such as information about the Jim Crow Laws and the 13th, 14th, and 15th Amendments. Students should take notes and write a brief report.
- Suggest that students use primary sources, such as the actual text of the amendments. Encourage students to include photographs or videos.